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ABSTRACT

Exercises from the National Assessment of Educational Progress (NAEP) third mathematics assessment are provided in this released exercise set. Exercises were administered to 9-year-olds, 13-year-olds, and 17-year-olds. Some exercises were administered to only one age group, others to two or more age groups. The set is divided into two parts: text and appendices. Part 1 of the text briefly explains NAEP's assessment procedures and describes the documentation provided for the various kinds of exercises in the set. Part 2 describes rationales behind the development of attitudinal and experience questions. Part 3 describes the taxonomic and content classifications used to develop and report on cognitive exercises for the assessment. (Only about one-fourth of these exercises have been released since NAEP will readminister the others in the future to determine whether the performance level of young Americans has changed.) The remainder of the set consists of copies of the released exercises and documentation for each exercise. Documentation includes reference numbers, content/process objectives, timing/administration data for each group, and sorting guides for open-ended items. Attitudinal and experience exercises make up appendix A, followed by cognitive exercises in appendix B, and data for cognitive exercises in appendix C. (JN)

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

MATHEMATICS

RELEASED EXERCISES FROM THE 1981-82 ASSESSMENT

Education Commission of the States

July 1983

NIE Grant - NIE-G-80-0003

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## FORWARD

When the U.S. Office of Education was chartered in 1867, one charge to its commissioners was to determine the nation's progress in education. The National Assessment of Educational Progress (NAEP) was initiated a century later to address, in a systematic way, that charge.

Each year since 1969, National Assessment has gathered information about levels of educational achievement across the country and reported its findings to the nation. NAEP surveys the education attainments of 9-year-olds, 13-year-olds, 17-year-olds and young adults, ages 26-35, in ten learning areas: art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies and writing. Different learning areas are assessed every year, and all areas are periodically reassessed in order to measure possible changes in education achievement. National Assessment has interviewed and tested more than a million young Americans since 1969.

Learning-area assessments evolve from a consensus process. Each assessment is the product of several years of work by a great many educators, scholars and lay persons from all over the nation. Initially, these people design objectives for each subject area, proposing general goals they feel Americans should be achieving in the course of their education. After careful reviews, these objectives are given to exercise (item) writers, whose task it is to create measurement tools appropriate to the objectives.

When the exercises have passed extensive reviews by subject-matter specialists, measurement experts and lay persons, they are administered to probability samples. The people who compose these samples are chosen in such a way that the results of their assessment can be generalized to an entire national population. That is, on the basis of the performance of about 2,000 9-year-olds on a given exercise, we can make generalizations about the probable performance of all 9-year-olds in the nation.

After assessment data have been collected, scored and analyzed, National Assessment publishes reports to disseminate the results as widely as possible. Not all exercises are released for publication. Because NAEP will readminister some of the same exercises in the future to determine whether the performance level of Americans has increased, remained stable or decreased, it is essential that they not be released in order to preserve the integrity of the study.

## INTRODUCTION

The purpose of this released exercise set is to provide easy access to released exercises from the National Assessment of Educational Progress (NAEP) third mathematics assessment, conducted in 1981-82. Exercises and documentation are in loose-leaf format to facilitate sorting and copying. These released exercises are in the public domain; therefore, there are no restrictions on copying or using the exercises in this booklet. Documentation has been kept to a minimum. It includes basic reference numbers, objective classifications National Assessment has found useful, timing and administration data for each age group, and scoring guides for open-ended items.

Detailed achievement data on group performance or changes in performance from previous assessments are not included in this report; they will be published in other reports. Similarly, detailed documentation of the objectives and development process is not included, but is being published concurrently in Mathematics Objectives, 1981-82 Assessment (1981) available from National Assessment.

Exercises were administered to 9-year-olds, 13-year-olds and 17-year-olds. Some exercises were administered to only one age group, others to two or more age groups. The number of released cognitive (knowledge, skills, etc.) and affective (attitudinal) exercises for each age group or combination of age groups is shown in Exhibit 1.

Part 1 of the text briefly explains NAEP's assessment procedures and describes the documentation provided for the various kinds of exercises in the set.

Part 2 describes rationales behind the development of the attitudinal and experience questions for the 1981-82 mathematics assessment. The entire set of attitudinal and experience exercises has been released and is included as Appendix A of this set.

Part 3 describes the taxonomic and content classifications used to develop and report on cognitive exercises for the 1981-82 mathematics assessment (Appendix B). About one-fourth of these exercises have been released. The remainder have not been released because National Assessment will readminister them in the future to determine whether the performance level of young Americans has changed.

The remainder of the exercise set consists of copies of released exercises and documentation for each exercise. Attitudinal and experience exercises compose Appendix A, followed by cognitive exercises in Appendix B, and by data for cognitive exercises in Appendix C.

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<sup>1</sup> During some years National Assessment has administered exercises to supplementary samples of 17-year-olds who were not in school. However, during the 1981-82 assessment, only 17-year-olds enrolled in school were sampled.

**EXHIBIT 1. Number of Released Cognitive and Affective Exercises  
by Age Group or Combination of Age Groups**

**Cognitive Exercises**

	<b>Calculator Not Used*</b>				<b>Calculator Used**</b>			
	<b>Age 9</b>	<b>Age 13</b>	<b>Age 17</b>	<b>Total</b>	<b>Age 9</b>	<b>Age 13</b>	<b>Age 17</b>	<b>Total</b>
Age 9 only	11	—	7	11	0	—	—	0
Age 13 only	—	7	—	7	—	0	—	0
Age 17 only	—	—	16	16	—	—	0	0
Ages 9 and 13	9	9	—	9	0	0	—	0
Ages 13 and 17	—	34	34	34	—	3	3	3
Ages 9, 13 and 17	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<b>TOTAL</b>	<b>25</b>	<b>55</b>	<b>55</b>	<b>82</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>4</b>

**Affective and Mathematical Experience Exercises**

	<b>Age 9</b>	<b>Age 13</b>	<b>Age 17</b>	<b>Total</b>
Age 9 only	5	—	—	5
Age 13 only	—	2	—	2
Age 17 only	—	—	3	3
Ages 9 and 13	0	0	—	0
Ages 13 and 17	—	5**	5**	5
Ages 9, 13 and 17	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>TOTAL</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>15</b>

\*Some exercises in one booklet of exercises at each of the ages (9, 13 and 17) was administered using an electronic hand-held calculator. Some of these items were also administered in other booklets without calculators. Hence, the released exercises administered with calculators have been tallied separately.

\*\*This number includes two computer literacy items.

**PART I**  
**NAEP ASSESSMENT PROCEDURES**

All exercises in this set were administered to at least one of three different age groups of students. Exercises were administered in booklets (packages) containing 29 to 43 exercises. One package for each age level required the use of a hand calculator for some exercises. Exercise packages were accompanied by paced audiotapes. The announcer read the text and response options for most exercises and told respondents when to go on to the next exercise. The total administration time for each package, including introduction, sample exercise and background questions, was about 45 minutes.

Age groups and assessment dates were as follows:

<u>Age Group</u>	<u>Birthdates</u>	<u>Assessed During</u>
13-year-olds	January to December 1968	October to December 1981
9-year-olds	January to December 1972	January to February 1982
17-year-olds	October 1964 to September 1965	March to May 1982

Each package of exercises was administered to a national sample of from about 1,900 to about 2,100 students; no student took more than one package. About 50 percent of the exercises were multiple-choice with a machine-scoreable oval (foil) to the left of each response choice. The remainder of the exercises were open-ended and required the respondent to draw diagrams, graph points, write a short answer or an equation, perform routine calculations or solve a problem. The scoring guides used to categorize responses for these exercises are included following each open-ended exercise. (Scoring guides are explained toward the end of this chapter.)

Each exercise is reproduced essentially as it was seen by the respondent. It is accompanied by documentation containing information about exercise administration. This information is described in the following example, using as a sample the documentation for Exercise E090141.

### Documentation

A. Release #: R090141	B. NAEP #: 5-A2101-43D-123	C. Content Objective: Measurement Process Objective: Skill	
D. Exercise Type: Open-ended Stimulus Type: Text/Tape			
E. Overlap: 1981-82 Package-Exercise:	$\frac{9}{09-12}$	$\frac{11}{07-03}$	$\frac{17}{10-01}$
F. Timing: (in seconds) Exercise Total Time	$\frac{9}{30}$	$\frac{11}{35}$	$\frac{17}{35}$

#### A. Release Number

The 1981-82 release number contains seven characters<sup>2</sup> beginning with the letter R and uniquely identifying each exercise. The second character from the left will be a letter from A through F, or the digit zero. The letters refer to the content area to which the exercise refers. Referencing is as follows:<sup>3</sup>

- A = Number, and, numeration
- B = Variations and relationships
- C = Shape, size and position
- D = Measurement
- E = Probability, statistics, graphs and tables and some computer and calculator items
- F = Some technology items

Release numbers with zeros in this position are mathematics experience exercises given to all respondents at the age(s) for whom the exercise was written.

<sup>2</sup> Exercises that were administered with the electronic hand calculator have an eight character release number. The right-most character in the release number for these exercises is a "K."

<sup>3</sup> There are two exceptions to this referencing scheme: D11711-92D-2 and E80911-92D-23, which are mathematics experience items given only once at the age(s) for which the items were written.

## **B. NIEP Number**

In most cases, part of the NIEP number and the release number for an exercise are identical, except that the release number has an R as the first character. The NIEP number is a unique number assigned to each exercise for documentation and reference purposes. NIEP numbers also contain other numbers that may be useful to the reader.

For example, this exercise has the release number 1090141. The full NIEP number associated with this exercise is 5-421013-430-123, where: "5" is the first position indicates that this is a mathematics exercise (as are all the exercises in this booklet); "430" is an assessment indicator. The assessment indicators used in this booklet are: DID—1981-1982 exercise used for the first time in 1981-82; 92D—1977-78 exercise used for the second time in 1981-82; and "430"—1972-73 exercise used for the third time in 1981-82. The last three digits "123" are an age group indicator. The age group indicator shows what age groups responded to the exercise in 1981-82. The values are: 1 = age 9; 2 = age 13 and 3 = age 17. The digits "123" as the age group indicator would show that the exercise was administered to 9-, 13- and 17-year-olds. The age group indicator may be one, two or three digits long.

## **C. Content Classifications and Objectives**

All the exercises administered in the 1981-82 assessment are classified by content area. Most are also classified by process objective. These classifications were used to guide the development of the 1981-82 mathematics assessment. All the exercises from the prior mathematics assessments have been classified by the 1981-82 content areas and assessment objective so that they could be reported with the 1981-82 items.

## **D. Exercise Type and Stimulus Type**

Exercises are classified as either multiple-choice or open-ended; this classification is presented as the exercise type. Some exercises have multiple-choice parts and some open-ended parts.

Most exercises have both a text and a tape-recorded stimulus. Some exercises also have additional stimulus materials, such as graphs, tables and pictures, while a few exercises have either only a taped stimulus or only a text stimulus.

## **E. Package and Exercise Number**

Exercises were assembled into packages for administration to each age group. For each group, the 1981-82 package and exercise number is shown. For example, the number "05-12" denotes package 5, exercise 12. There is not, in general, any correspondence between package numbers for various ages. For example, package 7 for age 13 may contain some of the same exercises as package 8 for age 17.

## F. Exercise Time

As mentioned, exercise packages were administered by paced audiotapes. For each age group, the total time allowed (in seconds) for an exercise in the 1981-82 assessment is shown. The total time is the time allotted for reading the exercise and for responding to it. Actual transcripts, showing exactly what was read and how the total time was broken down into reading and responding times, are available from National Assessment. Times given for exercises measuring changes are the 1981-82 assessment times. Unless there is a footnote to the contrary, the 1972-73 and 1977-78 assessment times were identical to those in the 1981-82 assessment.

### Data Itemization in the Exercise Set

In Appendix A of this volume, estimates of skill-level percentages are reported for each field of each part of every effective exercise. These data are placed directly on copies of the exercises. To provide room for the data the response codes (follow) used by the respondents were removed. A column of data labeled "no response" is provided for each exercise part. This data is an estimate of the percentage of respondents who did not respond to the exercise part in question. However, "no response" was not a response option for an exercise.

A few of the exercises in Appendix A have relatively high nonresponse rates. These high nonresponse rates seem to be, at least in part, due to exercise placement within the package.

For exercises given to both ages 13 and 17, the data is presented on two lines. On all these exercises the age 13 data is given on the upper line and the age 17 data on the lower one.

Correct answer estimates of percentages are provided for cognitive items. These estimates are located in Appendix C, which contains data for the nation and model grade.

Statistics reported and definitions of the selected population variables follow.

### Statistics Used in the Exercise Set

The national assessment uses a multistage probability sample to collect data. The findings are reported as estimates of the percentage of individuals in a given group who would successfully complete a particular exercise if everyone in that group in the country had been tested. Thus, when we say that "95 percent" of the 9-year-olds gave correct responses,\* 95 percent is an estimate of the proportion of all 9-year-olds in the country who would have answered correctly if all 9-year-olds had been assessed.

These percentages are always subject to sampling error since they are computed from a sample rather than from the entire population. The standard errors of these percentages provide a measure of the sampling variability among all possible samples. The standard error of a sample statistic can be used to construct a confidence interval for the estimate—for example, the interval from two standard errors below to two standard errors above the estimated sample value would include the average of all possible values in about 95 percent of the samples.

Standard errors for the percentages contained in Appendix C of this volume exercise set can be estimated using a set of formulas given below; for a simple random sample the standard error of a proportion is

For each category of achievement, find the following equations should be solved to obtain the following percentages of the students surveyed.

For 10% < P < 70% Students

$$P = \frac{N}{N_{\text{Total}}} \times 100$$

For P < 10% or P > 70% Students

$$P = \frac{32}{12} = \frac{32 \times 100}{12}$$

For Both Categories

P = 100% minus percentage

$N_p = \text{Number of students having answer of the percentage } P$

$N = \text{Number of all the students}$

The approximate formulae can also be used for the following categories of students, since they are very close to the previous one,

Table 1

Approximate formulae can also be used for the following student shares for the following achievement categories by age

	Age 9	Age 13	Age 17
Percentage Achieved Grade	100%	107%	104%
Actual Grade	102%	107%	101%

#### Definitions of Selected Reporting Groups

In addition to the definitions for the total population as set out above, the following reports per achievement of each achievement category should be obtained:

Definitions of the groups of reports in the table are as follows:

1. All

Students in each achievement category who have completed the required level of primary school or above, i.e., 9th grade or above in terms of the nature of their achievement.

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The second group is the smaller ones in which some (1/2 to 1/3 percent) amount is a result of the total flow. The third group for which the error is 10% and the fourth for which it is 20%.

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**EXHIBIT 2. Average Percentage of Scorer Agreement  
for Released Open-Ended 1981-82 Mathematics Exercises**

Released Number	NAEP Number	Age Overlap	Age 9 Average Percentage Agreed	Age 13 Average Percentage Agreed	Age 17 Average Percentage Agreed
RA24031	A24031	23	----	97.3	98.8
RA24431	A24431	23	----	98.0	99.8
RA25432	A25432	1	96.9	----	----
RA25632	C70009	1	99.6	----	----
RA32921	A32921	2	----	99.4	----
RA32921K	A32921K	123	98.3	98.8	98.4
RA34342	A34342	12	99.1	100.0	----
RA35241	A35241	23	----	99.4	98.5
RA36342	A36341	23	----	96.4	97.9
RA36511	A36511	1	99.3	----	----
RA37111	A37111	1	99.7	----	----
RA44621	A44621	2	----	97.5	----
RA47344	C50002	23	----	97.6	95.8
RA47344K	C50002K	23	----	98.1	100.0
RA47711	A47711	1	98.9	----	----
RA48221	A48221	2	----	93.9	----
RA48221K	A48221K	23	----	96.3	99.3
RA52132	A52132	23	----	96.8	95.3
RA70443	A70443	1	97.4	----	----
RA71443	A71443	23	----	96.2	93.8
RA94123	P00001	23	----	98.1	98.3
RB22325	B22325	3	----	----	98.6
RB23025	H11025	23	----	98.2	98.5
RB25142	B25142	3	----	----	97.6
RB25625	B25625	2	----	97.1	----
RC60824	C60824	3	----	----	87.8
RD21722	E11006	1	94.4	----	----
RD30122	D30122	12	97.7	99.4	----
RD40722	D40722	3	----	----	99.3
RD90141	A21013	123	98.5	99.4	99.2
RD91242	D91242	3	----	----	93.5
RD91342	D91342	23	----	98.2	97.2
RD91342K	D91342K	23	----	96.3	98.6
RD92141	E15003	23	----	100.0	98.3

## PART 2

### AFFECTIVE AND MATHEMATICAL EXPERIENCE EXERCISES FROM THE 1977-78 MATHEMATICS ASSESSMENT (APPENDIX A)

#### Attitudes and Values in Mathematics

Many mathematics educators consider positive attitudes toward mathematics to be an important education outcome. However, in most cases it is inappropriate to make statements about how people should feel or think. Therefore, the affective components of the assessment were designed to be primarily descriptive--to find out what attitudes and values are held, and ultimately, to discover changes in attitudes over time.

The affective or attitudinal mathematics exercises are organized into four categories according to content. These categories are not to be construed as attitudinal scales. They are: mathematics in school, mathematics and oneself, mathematics and society, and mathematics as a discipline. All of the attitude items used by National Assessment in the 1981-82 assessment were also used in the 1977-78 assessment and were released after that assessment. It has been the policy of National Assessment to both release and reassess attitudinal items when the items seemed appropriate across multiple assessments.

#### Mathematics in School

Attitudes toward the mathematics encountered in school are covered in the exercises in this category. They include a school subject comparison, a breakdown of classroom activities by frequency of occurrence, students' attitudes toward these activities, and a measure of the frequency of various mathematics content activities.

#### Mathematics and Oneself

This category assesses a respondent's perceptions of himself or herself in relationship to mathematics. Anxiety, motivation, self-concept and enjoyment of mathematics are the topics reflected in these exercises.

#### Mathematics and Society

This category includes measurement of the value of mathematics. The exercises assess perceptions of attitudes toward the usefulness and importance of mathematics to society and to the individual.

### Mathematics as a Discipline

Here are respondents' views of mathematics as a cumulative or compartmentalized subject or as a fixed or changing subject, and of mathematics as a process, as well as other aspects of the nature of mathematics. There were no exercises in this category deemed appropriate for age 9 respondents.

### Experiences in Mathematics

A set of questions was developed to measure students' experience in mathematics-related activities. These exercises provide information about respondents' experiences with the metric system, electronic handheld calculators, computers and, for 17-year-olds, about high school mathematics courses.

### PART 3

#### COGNITIVE EXERCISES FROM THE 1977-78 MATHEMATICS ASSESSMENT<sup>4</sup> (APPENDIX B)

Early in the development of the materials for the 1981-82 mathematics assessment a matrix for objectives was adopted. The matrix comprised mathematical process and mathematical content.

##### Mathematical Process

###### Mathematical Knowledge

The recall and recognition of mathematical ideas expressed in words, symbols or figures is the first subcategory in the mathematical process dimension. It relies, for the most part, on memory processes, and usually does not require more complex mental processes.

###### Mathematics Skill

Mathematical skill concerns the routine manipulation of mathematical ideas. It relies on the application of standard procedures or algorithms always leading to an answer. Mathematical skill requires the recollection of how to perform an algorithm.

###### Mathematical Understanding

The explanation and interpretation of mathematical knowledge compose mathematical understanding. Mathematical knowledge can be expressed in words, symbols or figures, while mathematical understanding relies primarily on the process of translating mathematical ideas within or between modes of expression. Mathematical understanding involves the memory process in addition to the processes of associating one item or knowledge with another.

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<sup>4</sup> A more detailed treatment of the objectives and development process for the 1981-82 mathematics assessment is given in Mathematics Objectives, 1981-82 Assessment (see Bibliography).

### Mathematical Application

Application, refers to the use of mathematical knowledge, skill and understanding. It requires use of the memory, algorithmic, translation and judgment processes to solve problems.

### Mathematical Content

The second dimension of the matrix divides the domain of mathematics into five content classifications, each addressed by specific exercises in the assessment. The content classifications are:

#### Numbers and Numeration

Whole numbers, integers, rational numbers expressed as common fractions or decimals, percents and real numbers compose numbers and numerations. A major emphasis is on operations with numbers. However, understanding of number concepts and properties and the use of numbers to solve problems are also assessed.

#### Variables and Relationships

Variables and relationships include algebraic facts, symbols, definitions, equations, inequalities, functions and formulas. In addition, exponents, coordinate systems and trigonometric functions are included in this category. Exercises that assess operations, understanding and problem solving are included in this classification.

#### Shape, Size and Position

School geometry objectives are stressed in this content classification, but the emphasis is not on geometry as a formal deductive system. NAEP used exercises concerning plane and solid figures, properties of some plane figures, basic theorems and relationships such as congruence and similarity, constructions, rotations and symmetry.

#### Measurement

Instrument reading, choice of appropriate units, measures of weight, capacity, time, temperature and length are included here. Also covered are concepts of area, volume and precision. Many exercises in this group use metric units or assess knowledge of the metric system of measurement.

### Statistics and Probability

Probability and statistics is comprised of collecting data, organizing data with tables, charts and graphs; interpreting data; drawing inferences and making generalizations; using statistics, combinations and prediction of outcomes.

### Technology

The impact of new technology on school mathematics is measured in this content area by items assessing the use of the calculator and computer literacy.

\* \* \*

All items except for the attitude and mathematics experience items, have been classified by content objective and by process objective. There may be some disagreement as to the proper classification of some of the exercises; perhaps several exercises could be properly located in more than one matrix cell. These drawbacks notwithstanding, it is hoped that the classifications will be of help to users of this set of exercises.

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**APPENDIX A**

**Released**

**Affective & Experience**

**Exercises**

**With Full Level**

**National Data**

**1981-82**

**Assessment**

**18**

**20**

How often have you used the metric system of measurement in each of the following?

No Response		Never	Seldom	Often	I don't know,
0.0	A. In mathematics classes	12.2	39.6	33.6	3.2
0.1	B. In science classes	23.2	34.2	36.7	3.9 *
0.2	C. In other classes in school	45.2	40.5 *	8.1	6.6
0.3	D. Outside of school	49.1	36.2	11.7	2.6



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

REPORT #: 4011711

STEP #: 5-011711-92D-02

Objective: #, Mathematical Expressions

Exercise Type: Multiple-choice  
Stimulus Type: Test/Tape

Overall:  
Percentage correct:  $\frac{13}{13=33}$   
TOTAL TIME: (in seconds)  $\frac{13}{22}$

A. How much time do you like to spend on each of the following subjects?

No Response		Dislike	Dislike it a little	Uninterested	Like it a little	Like it	Very like it
0.7	Science	8.4	11.6	8.0	5.1	16.3	22.2
0.2		2.4					0.5
2.1	Social Studies	11.7	16.5	7.3	34.5	25.3	0.6
0.5		10.0	15.2	9.7	35.2	26.2	1.0
2.4	Mathematics	7.3	11.2	6.8	31.0	41.2	0.2
0.9		12.5	12.8	5.8	38.2	31.2	0.2
2.4	English	9.3	16.3	9.9	38.1	36.6	1.0
0.5		10.1	15.2	8.8	36.1	29.2	0.1
2.9	Physical Ed.	5.3	5.2	5.6	17.6	35.8	5.2
0.3		6.5	5.9	5.7	21.2	35.0	2.3

B. How easy or hard is each of these subjects?

		Very Easy	Easy	Uninterested	Difficult	Very Difficult	Never
2.2	Science	6.2	36.7	20.6	29.0	3.9	1.2
0.5		4.3	33.6	19.3	36.4	5.4	
1.8	Social Studies	7.5	40.0	16.3	27.3	6.3	0.7
1.3		10.7	42.6	15.4	22.8	5.3	0.3
1.2	Mathematics	15.7	41.2	13.2	23.8	4.8	0.1
0.2		10.0	31.3	12.1	31.1	12.4	0.2
1.2	English	13.0	41.0	17.7	22.1	6.1	0.9
0.2		11.3	42.1	14.3	23.1	8.2	0.2
1.2	Physical Ed.	47.3	32.6	7.9	4.1	1.0	6.3
0.3		63.2	26.3	5.8	2.3	1.0	2.1

C. How important or unimportant is each of these subjects?

		Unim- portant	Not very important	Uninter- ested	Im- portant	Very im- portant	Never
2.1	Science	3.2	13.4	10.1	47.8	22.3	1.1
0.5		4.3		15.2	9.1	27.5	0.2
1.9	Social Studies	3.9	14.0	11.0	41.0	22.4	0.8
0.4		4.5	16.9	11.9	49.3	16.2	0.7
1.5	Mathematics	2.1	2.1	3.4	26.8	61.5	0.0
0.7		0.8	2.8	3.3	31.9	57.4	0.1
1.7	English	2.4	5.0	5.2	32.8	52.2	0.7
0.5		1.7	3.9	5.0	29.2	50.0	0.0
1.4	Physical Ed.	8.7	23.5	10.9	29.1	15.9	3.5
0.4		11.2	30.6	10.8	30.8	12.4	1.7

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କେନ୍ଦ୍ରୀୟ ପାତା	ପାତା ପାତା
ଶାଖା ପାତା	ପାତା ପାତା ପାତା
ଅଧିକାରୀ ପାତା	ପାତା ପାତା ପାତା
ଶାଖାଧିକାରୀ ପାତା	ପାତା ପାତା
ମୁଖ୍ୟ ପାତା	୫୫
ଅଧିକାରୀ ପାତା ଏବଂ ଶାଖାଧିକାରୀ ପାତା	୮୩
ଅଧିକାରୀ ପାତା (କେନ୍ଦ୍ରୀୟ)	୫୩

୨୩ ୨୪

This is a sample test item from our sample examination. This item is an addition problem. The numbers chosen after "Simple Addition" in the first column of the sample test item are the same as those in the sample examination. The numbers in the second column are random numbers.

**a. Complete addition for simple addition problems.**

No. Examination	Sample Problem	Sample Problem	Sample Problem	Sample Problem	Sample Problem
0.5	10.0	10.0	10.0	10.0	10.0
0.6	2.0	3.0	2.0	2.0	2.0
0.7	12.0	13.0	12.0	12.0	12.0

**b. The more difficult the sum the less likely it is to contain a carry digit.**

No. Examination	Sample Problem	Sample Problem	Sample Problem	Sample Problem	Sample Problem
0.8	10.7	10.7	10.7	10.7	10.7
0.9	2.5	3.5	2.5	2.5	2.5
1.0	13.2	13.2	13.2	13.2	13.2

**c. Complete and probable errors in single digit subtraction.**

No. Examination	Sample Problem	Sample Problem	Sample Problem	Sample Problem	Sample Problem
0.3	1.0	1.0	1.0	1.0	1.0
0.4	1.3	1.3	1.3	1.3	1.3
0.5	1.2	1.2	1.2	1.2	1.2

**d. Complete slow down and complete simple division computation.**

No. Examination	Sample Problem	Sample Problem	Sample Problem	Sample Problem	Sample Problem
0.1	20.0	20.0	20.0	20.0	20.0
0.2	30.2	30.2	30.2	30.2	30.2
0.3	30.3	30.3	30.3	30.3	30.3

**e. Standard mixed strategy used in solving the subtraction.**

No. Examination	Sample Problem	Sample Problem	Sample Problem	Sample Problem	Sample Problem
0.1	2.2	2.2	2.2	2.2	2.2
0.2	3.0	2.3	2.3	2.3	2.3
0.3	3.2	2.5	2.5	2.5	2.5

**f. A few examples of computations with single digit addition problems.**

No. Examination	Sample Problem	Sample Problem	Sample Problem	Sample Problem	Sample Problem
0.1	3.3	3.3	3.3	3.3	3.3
0.2	3.5	3.5	3.5	3.5	3.5
0.3	3.6	3.6	3.6	3.6	3.6

**g. Computations with digits made more difficult by grouping.**

No. Examination	Sample Problem	Sample Problem	Sample Problem	Sample Problem	Sample Problem
0.1	2.5	2.5	2.5	2.5	2.5
0.2	2.7	2.7	2.7	2.7	2.7
0.3	2.8	2.8	2.8	2.8	2.8



(Continued)

**How do you think about people of colour in your community?**

**A. Comparing your thoughts to those of people from different backgrounds**

No Background	Siemens	Philips	Unilever	Avon	Schering
0.1	0.2	0.3	0.7	0.3	0.3
0.2	0.2	0.2	0.2	0.2	0.2

**B. Comparing your thoughts to those of people from different ethnicities**

No Background	Siemens	Philips	Unilever	Avon	Schering
0.2	0.3	0.2	0.3	0.3	0.2
0.3	0.2	0.2	0.2	0.2	0.2

**C. Comparing your thoughts to those of people who come from the same place**

No Background	Siemens	Philips	Unilever	Avon	Schering
0.1	0.2	0.7	0.4	0.3	0.3
0.2	0.2	0.2	0.2	0.2	0.2

**D. Comparing these 3 findings in your own**

No Background	Siemens	Philips	Unilever	Avon	Schering
0.1	0.2	0.3	0.7	0.3	0.3
0.2	0.2	0.2	0.2	0.2	0.2

**E. Comparing these 3 findings in your own**

No Background	Siemens	Philips	Unilever	Avon	Schering
0.1	0.2	0.7	0.7	0.3	0.3
0.2	0.2	0.2	0.2	0.2	0.2

**F. Do work with + compare to a person from the same background**

No Background	Siemens	Philips	Unilever	Avon	Schering
0.2	0.2	0.3	0.3	0.3	0.3
0.3	0.2	0.2	0.2	0.2	0.2

**G. Comparing these 3 findings in your own**

No Background	Siemens	Philips	Unilever	Avon	Schering
0.2	0.2	0.2	0.2	0.2	0.2
0.3	0.2	0.2	0.2	0.2	0.2



Stop! Stop reading.  
This is the end of the test.

Report #: RE60551

NAEP #: 5-E60551-92D-23

Content  
Objective: F. Technology

Process  
Objective: Computer Literacy

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap: 13  
Package-Exercise: 14-03 13-02

TOTAL TIME: (in seconds) 13 17  
151 154

This exercise asks how you feel about mathematics or mathematics activities. There are no correct answers. The answer choices are "Strongly Disagree," "Disagree," "Undecided," "Agree," or "Strongly Agree." For each part, choose the one response that best describes how you feel about the statement. Be sure to fill in one oval in each box.

A. I am willing to work hard to do well in mathematics.

No Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.2	0.7	2.0	5.0	56.2	35.9
0.2	1.0	5.7	13.3	58.6	21.4

B. Mathematics is more for girls than for boys.

No Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.2	59.1	31.2	6.2	1.8	1.4
0.2	55.0	36.3	6.6	1.1	0.7

C. Learning mathematics is mostly memorizing.

No Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.7	5.9	30.0	17.0	38.0	8.5
0.4	9.0	32.7	11.7	39.5	6.7

D. Mathematics is useful in solving everyday problems.

No Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.5	2.5	9.9	10.9	45.4	30.7
0.2	2.8	11.2	10.4	50.4	24.9

E. Exploring number patterns plays almost no part in mathematics.

No Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.2	19.9	46.3	22.3	8.2	2.0
0.5	20.5	47.7	22.4	6.8	2.0



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

(Continued)

How do you feel about each of these statements?

		F. I enjoy mathematics.				
	No Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.2		5.9	13.3	13.2	48.3	19.2
0.1		10.4	12.9	15.6	40.2	13.8
		G. There is always a rule to follow in solving mathematics problems.				
0.3		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.3		0.4	4.2	4.7	61.7	26.7
		0.7	4.7	5.1	66.0	23.2
		H. Most of mathematics has practical use.				
0.2		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.1		1.6	4.9	11.5	60.9	21.0
		1.3	10.1	10.2	62.6	15.6
		I. Knowing how to solve a problem is as important as getting a solution.				
0.2		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.3		0.5	2.8	7.4	51.6	37.6
		0.7	2.4	3.9	50.8	41.9
		J. Doing mathematics requires lots of practice in following rules.				
0.1		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.3		1.6	11.7	14.2	50.1	22.3
		0.6	8.5	11.6	58.3	20.8
		K. I can get along well in everyday life without using mathematics.				
0.2		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.2		40.9	42.1	9.2	5.3	2.2
		29.6	44.5	12.3	11.1	2.3
		L. Mathematicians work with symbols rather than ideas.				
0.3		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.2		3.6	24.9	42.4	24.7	4.1
		6.1	28.4	35.1	27.2	3.0



(Continued)

How do you feel about each of these statements?

No Response 0.7 0.2	<b>M. Fewer men than women have the logical ability to become mathematicians.</b>					
	Strongly Disagree 26.8 31.4	Disagree 42.6 45.6	Undecided 19.3 16.1	Agree 9.2 5.8	Strongly Agree 1.5 0.2	
0.7 0.2	<b>N. Knowing why an answer is correct is as important as getting the correct answer.</b>					
	Strongly Disagree 1.1 1.1	Disagree 3.5 2.2	Undecided 6.9 4.6	Agree 58.0 54.5	Strongly Agree 29.8 37.5	
0.6 0.2	<b>O. Mathematics is made up of unrelated topics.</b>					
	Strongly Disagree 10.1 12.2	Disagree 42.2 49.5	Undecided 32.4 26.9	Agree 13.3 10.0	Strongly Agree 1.4 1.1	
0.4 0.2	<b>P. I really want to do well in mathematics.</b>					
	Strongly Disagree 1.3 1.4	Disagree 0.9 3.4	Undecided 3.8 9.2	Agree 36.1 50.0	Strongly Agree 57.6 35.8	
0.5 0.2	<b>Q. My parents really want me to do well in mathematics.</b>					
	Strongly Disagree 0.6 1.0	Disagree 0.6 1.9	Undecided 3.5 9.5	Agree 29.9 41.9	Strongly Agree 64.9 43.5	
0.5 0.2	<b>R. I feel good when I solve a mathematics problem by myself.</b>					
	Strongly Disagree 1.2 1.4	Disagree 3.9 2.2	Undecided 7.4 6.1	Agree 43.8 47.1	Strongly Agree 43.2 43.0	



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #1

RE61051

NAEP #1

5-E61051-92D-23

Objectives:

G. Attitudes

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	13-02	08-02
TOTAL TIME: (in seconds)	13 218	17 202

31  
29

This exercise asks how you feel about mathematics or mathematics activities. There are no correct answers. The answer choices are "Strongly Disagree," "Disagree," "Undecided," "Agree," or "Strongly Agree." For each part, choose the one response that best describes how you feel about the statement. Be sure to fill in one oval in each box.

No Response 0.5 0.2	<b>A. I am good at mathematics.</b>	Strongly Disagree 1.3 2.4	Disagree 7.6 13.5	Undecided 20.1 26.0	Agree 57.7 47.4	Strongly Agree 12.0 10.5
1.0 0.9	<b>B. Mathematics helps a person to think logically.</b>	Strongly Disagree 1.0 1.1	Disagree 4.6 5.6	Undecided 19.2 14.1	Agree 55.8 61.2	Strongly Agree 18.4 17.1
1.1 0.4	<b>C. It is important to know mathematics such as algebra or geometry in order to get a good job.</b>	Strongly Disagree 2.2 3.6	Disagree 11.8 26.2	Undecided 13.8 19.4	Agree 43.5 37.6	Strongly Agree 27.7 12.8
0.8 0.5	<b>D. It is important to know arithmetic in order to get a good job.</b>	Strongly Disagree 1.3 1.0	Disagree 6.5 7.3	Undecided 9.2 7.0	Agree 45.7 49.0	Strongly Agree 36.5 35.2



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

(Continued)

How do you feel about each of these statements?

E. I am taking mathematics only because I have to.

No Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.8	18.6	43.6	11.7	20.4	5.0
0.8	20.0	44.8	8.9	21.5	4.0

F. New discoveries are seldom made in mathematics.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
12.4	31.3	24.7	25.9	4.1
10.9	40.1	25.0	19.9	1.0

G. Mathematics is more for boys than for girls.

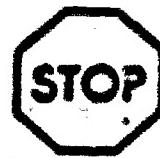
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
57.7	32.6	5.7	2.3	0.9
52.9	38.5	5.5	1.9	0.5

H. I would like to take more mathematics.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
10.9	17.8	24.2	33.1	13.4
11.9	19.6	23.4	29.3	11.6

I. Creative people usually have trouble with mathematics.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
17.6	37.9	30.9	10.5	2.0
16.1	44.8	28.5	8.2	1.8



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

(Continued)

How do you feel about each of these statements?

J. Estimating is an important mathematical skill.

No Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.5	1.4	7.8	16.1	63.7	10.4
0.7	1.1	8.7	16.4	64.5	8.6

K. I usually understand what we are talking about in mathematics.

No Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.4	1.4	8.5	10.4	64.2	15.1
0.4	2.1	14.8	13.2	59.4	9.4

L. Trial and error can often be used to solve a mathematics problem.

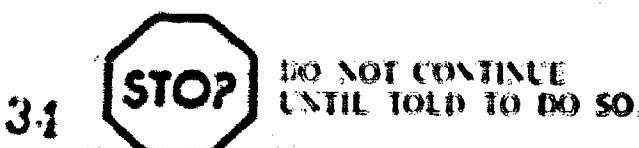
No Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.7	4.2	9.7	33.1	41.7	10.6
0.3	1.1	8.7	10.3	59.6	12.0

M. A good grade in mathematics is important to me.

No Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.3	0.6	1.4	1.9	36.9	59.0
0.2	0.8	4.4	6.8	51.5	36.3

N. Justifying the mathematical statements a person makes is an extremely important part of mathematics.

No Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0.4	1.5	5.2	30.7	49.7	12.5
0.3	0.9	3.8	25.9	55.5	13.6



Report #: AE61151

STEP #: 5-E61151-929-23

Objectives: 6. Attitudes

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	$\frac{15}{16.91}$	$\frac{17}{59.61}$
TOTAL TIME: (in seconds)	$\frac{12}{172}$	$\frac{17}{162}$

35  
33

How do you feel about each of these statements about mathematics? Do you disagree or agree? Fill in one oval for each statement. If you neither agree nor disagree, fill in the middle oval under "Undecided."

No  
Response  
0.4

**A. Mathematics is more for boys than for girls.**

Disagree	Undecided	Agree
68.3	16.6	14.6

1.3

**B. It is important to know some mathematics in order to get a good job.**

Disagree	Undecided	Agree
9.1	10.5	79.1

1.2

**C. I can get along well in everyday life without using mathematics.**

Disagree	Undecided	Agree
69.2	15.6	14.0

0.8

**D. I would like to work at a job that lets me use mathematics.**

Disagree	Undecided	Agree
19.9	26.0	53.3

0.9

**E. Mathematics is useful in solving problems in everyday life.**

Disagree	Undecided	Agree
12.0	17.6	63.5

0.6

**F. Most people do not use mathematics in their jobs.**

Disagree	Undecided	Agree
39.7	22.9	36.6

0.5

**G. Mathematics is more for girls than for boys.**

Disagree	Undecided	Agree
73.4	17.0	9.1



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 0201251

Date #: 5-6-1991-92001

Objective: G. Addition

Exercise Type: Multiplication  
Stimulus Type: Text/Tape

Overall:  
Packing Exercises  $\frac{9}{32=61}$

TOTAL TIME: (in seconds)  $\frac{3}{22}$

35 37

How do you feel about each of these statements about mathematics? Are they true about you, sometimes true about you, or not true about you? Think about each for a few moments.

	A. I am really interested in what we are learning about in mathematics.	True about me 11.1	Sometimes true about me 10.7	Not true about me 10.2
B. I am good at working with numbers.	True about me 17.3	Sometimes true about me 37.1	Not true about me 4.9	
C. Doing mathematics makes me nervous.	True about me 16.0	Sometimes true about me 31.1	Not true about me 33.9	
D. Mathematics is boring for me.	True about me 18.6	Sometimes true about me 32.1	Not true about me 39.3	
E. I am willing to work hard to do well in mathematics.	True about me 20.1	Sometimes true about me 31.9	Not true about me 35.5	

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DO NOT CONSUME  
UNTIL TOLD TO DO SO

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ବ୍ୟାକିନୀ  
ବ୍ୟାକିନୀ ପତ୍ର

୧  
ବ୍ୟାକିନୀ

ବ୍ୟାକିନୀ ପତ୍ର  
(କେବଳ ମହିନୀ)

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ବ୍ୟାକିନୀ

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that do you feel about where you are in defining mechanisms? First, we have said for one of the best theories and I would like to think of both you guys as the good geneticists, the theory important of an epigenetic. Well, in one way or another this idea that the gene and something about each other, is going to be important. The two extremes of an epigenetic model

A. ດາວໂຫຼນທີ່ຈະມີຄວາມ		
ເລກທີ່	ຊື່	ເພື່ອດັກ
1.3	ທະຍົກ	ພະຍົກມະນຸຍາ
2.2	ທະຍົກ	ພະຍົກມະນຸຍາ
3.2	ທະຍົກ	ພະຍົກມະນຸຍາ
B. ດາວໂຫຼນທີ່ຈະບໍ່ມີຄວາມ		
ເລກທີ່	ຊື່	ເພື່ອດັກ
1.3	ທະຍົກ	ພະຍົກມະນຸຍາ
2.2	ທະຍົກ	ພະຍົກມະນຸຍາ
3.2	ທະຍົກ	ພະຍົກມະນຸຍາ



ପାଦ କାଳୀ କଣ୍ଠରେ  
ନ କାହିଁ ଥିଲା ତିଥି ପାଦ

(Continued)

C. Solving mathematics word problems

No Response	Easy	In between	Hard
1.2	41.3	43.0	14.5
3.3	Like 44.0	In between 30.6	Do not like 22.0
3.7	Important 69.0	In between 21.6	Not important 5.7

D. Learning multiplication or times tables

	Easy	In between	Hard
1.3	52.3	29.3	17.1
3.4	Like 60.1	In between 21.6	Do not like 14.9
3.1	Important 80.2	In between 13.3	Not important 3.4

E. Learning how to measure things with a ruler

	Easy	In between	Hard
0.3	64.2	25.7	9.3
3.1	Like 57.2	In between 25.7	Do not like 14.0
3.1	Important 69.3	In between 21.0	Not important 6.6



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RE61451

NAEP #: 5-E61451-92D-1

Objective: 0. Attitudes

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{9}{05-10}$

TOTAL TIME: (in seconds)  $\frac{9}{160}$

40 12

How do you feel about these activities in learning mathematics? First, do you like them a lot, like them a little, or not like them at all? Second, how much do they help you in learning mathematics? Do they help you a lot, help you a little, or not help you at all? For each activity, fill in one oval on each line that describes how you feel.

No  
Response  
1.3

**A. Taking mathematics tests**

I like it a lot.	I like it a little.	I do not like it.
50.1	35.6	13.0

It helps me a lot.	It helps me a little.	It does not help me.
79.0	13.7	3.1

4.2

**B. Doing mathematics homework**

I like it a lot.	I like it a little.	I do not like it.
36.4	37.2	24.5

1.9

It helps me a lot.	It helps me a little.	It does not help me.
65.9	26.0	4.2

4.8

**C. Helping a classmate do mathematics**

I like it a lot.	I like it a little.	I do not like it.
50.4	28.4	19.4

1.8

It helps me a lot.	It helps me a little.	It does not help me.
35.5	29.9	29.9

4.7

**D. Playing mathematics games**

I like it a lot.	I like it a little.	I do not like it.
80.8	13.7	4.1

1.3

It helps me a lot.	It helps me a little.	It does not help me.
66.5	25.0	4.5

0000000000

3-E41221-P2D-1



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

(Continued)

How do you feel about these activities in learning mathematics?

No  
Response  
1.8

E. Listening to the teacher explain a mathematics lesson

I like it a lot.	I like it a little.	I do not like it.
45.3	39.9	13.0

3.5

It helps me a lot.	It helps me a little.	It does not help me.
72.8	20.1	3.5

3.2

F. Watching the teacher work mathematics problems on the board

I like it a lot.	I like it a little.	I do not like it.
51.8	35.0	10.4

3.1

It helps me a lot.	It helps me a little.	It does not help me.
67.1	24.2	5.4

2.9

G. Getting individual help from the teacher on your mathematics

I like it a lot.	I like it a little.	I do not like it.
55.8	31.0	10.3

3.5

It helps me a lot.	It helps me a little.	It does not help me.
70.0	22.1	4.8

2.5

H. Getting help from a classmate on mathematics

I like it a lot.	I like it a little.	I do not like it.
35.2	35.6	26.6

3.7

It helps me a lot.	It helps me a little.	It does not help me.
37.3	37.5	21.8

1.8

I. Discussing mathematics in class

I like it a lot.	I like it a little.	I do not like it.
52.5	33.5	12.2

3.7

It helps me a lot.	It helps me a little.	It does not help me.
61.2	27.6	7.5



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RE61551

NAEP #: 15-E61551-92D-1

Objectives: G. Attitudes

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{9}{04-10}$

TOTAL TIME: (in seconds)  $\frac{9}{200}$

2

15

43

How often did you do these activities in your high school mathematics courses? Fill in one oval in each box.

No Response 0.3	<b>A. Take mathematics tests</b>		
	Often 69.8	Sometimes 27.5	Never 2.4
<b>B. Do mathematics homework</b>			
0.4	Often 65.0	Sometimes 29.2	Never 5.5
<b>C. Help a classmate do mathematics</b>			
0.3	Often 14.4	Sometimes 72.3	Never 13.0
<b>D. Play mathematics games</b>			
0.3	Often 3.0	Sometimes 40.4	Never 56.2
<b>E. Listen to the teacher explain a mathematics lesson</b>			
0.3	Often 77.0	Sometimes 19.1	Never 3.5
<b>F. Watch the teacher work mathematics problems on the board</b>			
0.3	Often 78.5	Sometimes 18.7	Never 2.5

8888888888



46

44

DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

(Continued)

How often did you do these activities in your high school mathematics courses?

		G. Get individual help from the teacher on your mathematics		
No Response	Often	Sometimes	Never	
0.2	16.6	72.1	11.1	
H. Make reports or do projects on mathematics				
0.1	Often 1.8	Sometimes 22.2	Never 75.0	
I. Work ahead in your mathematics book				
0.1	Often 6.6	Sometimes 42.0	Never 51.2	
J. Do mathematics problems that are not assigned				
0.1	Often 3.8	Sometimes 40.0	Never 56.1	
K. Get help in mathematics from a classmate				
0.2	Often 16.8	Sometimes 73.6	Never 9.3	
L. Study mathematics topics that aren't in the textbook				
0.2	Often 3.0	Sometimes 31.7	Never 65.1	
M. Discuss mathematics in class				
0.2	Often 50.2	Sometimes 41.9	Never 7.7	

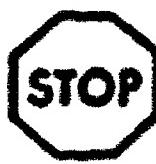


DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

(Continued)

How often did you do these activities in your high school mathematics courses?

No. Response	N. Work mathematics problems at the board		
	Often	Sometimes	Never
0.1	25.5	63.3	11.1
O. Work mathematics problems in small groups			
	Often	Sometimes	Never
0.2	7.8	55.7	36.3
P. Work mathematics problems alone			
	Often	Sometimes	Never
0.1	81.4	17.2	1.2
Q. Do mathematics laboratory activities			
	Often	Sometimes	Never
0.1	2.3	17.4	80.2
R. Choose what mathematics you wanted to study			
	Often	Sometimes	Never
0.1	20.1	34.4	45.4
S. Use a mathematics textbook			
	Often	Sometimes	Never
0.1	88.2	9.7	2.0



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 8E61951

NAEP #: 5-E61951-929-3

Objective: C. Utilities

Exercise Type: Multiple-choice  
Stimulus Type: Test/Tape

Overlap:  
Percentage Correct:  $\frac{11}{27} = .41$

TOTAL TIME: (in seconds)  $\frac{17}{170}$

10

47

No  
Response  
9.6  
0.1

A. Have you ever studied mathematics through computer instruction?

Yes	No	I don't know,
23.5	69.4	6.9
18.3	73.2	1.7

0.2  
0.1

B. Do you think computers are useful for teaching mathematics?

Yes	No	I don't know,
73.0	16.0	11.0
76.5	11.7	11.6

0.4  
0.4

C. Do you have access to a computer terminal in your school for learning mathematics?

Yes	No	I don't know,
22.7	52.6	24.3
43.2	30.5	12.7

0.1  
0.0

D. 1. Do you know how to program a computer?

Yes	No	I don't know,
19.9	73.6	6.4
21.5	75.8	2.6

65.1  
75.0

2. If yes, what programming language do you know?

- 22.0 20.2 BASIC
- 0.5 0.3 ALGOL
- 1.6 0.7 FORTRAN
- 0.7 0.2 APL
- 10.0 3.7 Other

0000000000

50



40

DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

(Continued)

**D. Do you think computer programming is a good topic to study in a mathematics class?**

Response	Yes	No	I don't know.
0.3	66.3	19.3	14.4
0.2	50.7	11.6	37.6

**E. Have you ever used a computer to**

	Yes	No	I don't know.
1.5	9.7	78.2	10.6
0.6	10.2	89.6	0.2
0.9	31.0	51.1	1.7
0.7	31.1	57.5	0.3
0.9	39.4	17.7	4.9
0.5	30.1	42.2	0.2
1.6	11.7	7.3	8.1
0.7	13.2	8.0	1.8
1.2	10.0	76.8	12.0
0.6	16.1	30.9	2.4

**F. Have you ever written a computer program to**

	Yes	No	I don't know.
1.3	5.4	83.7	9.5
0.3	7.2	89.5	2.7
0.8	31.1	51.1	5.6
0.5	28.2	72.7	1.6
1.0	41.7	32.3	9.0
0.7	26.3	71.1	1.2
1.3	7.6	86.0	6.2
0.8	10.0	87.5	1.7
1.4	7.1	81.5	10.1
0.5	10.1	87.3	2.1



DO NOT CONTINUE  
UNTIL TOLD TO DO SO

REPORT #:

REF ID:

WED 4

SAT 10/14/2012 06:30

CONTINUE

DISPATCHER:

6 - COMMERCIAL

DISPATCH

DISPATCHER:

COMMERCIAL

DISPATCHER: DICKIE

DISPATCHER: DICKIE

DISPATCHER:

DISPATCHER: DICKIE

63  
PHASE

67  
PHASE

DISPATCHER: (IN DISCOURSE)

63  
PHASE

67  
PHASE

53

50

**INFORMATION QUESTIONS** - This section will include information about every subject you know about like the environment, health etc.

For each of the following questions, fill in the circle that most fits:

- A. Who makes you feel safe when you're around them? Who makes you feel uncomfortable when you're around them?

No  
Yes

Yes

No

I don't know

Yes

No

I don't know

- B. Who makes you feel good about the music you listen to most often?

Yes

Yes

Sometimes

No

I don't know

Yes

No

I don't know

Yes

- C. How often have you used a birth control method?

Yes

Yes

Sometimes

No

I don't know

Yes

No

I don't know

Yes

- D. Who are your family members listed on your birth certificate?

Yes

Yes

Sometimes

No

I don't know

Yes

No

I don't know

- E. Does your mother have a job or hobbies that you don't think she likes?

Yes

Yes

No

I don't know

Yes

No

I don't know

This exercise was not developed to be a direct measure of the health objectives.

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ମାତ୍ରା ମାତ୍ରା ନେବେ ନେବେ

ଓল্ডগেজ মাইক্রোফোন এবং স্টেডিও এবং কম্পিউটার এবং  
সেলফোন ফোনের জন্য স্টেডিও এবং স্টেডিওপন বিক্রয়।

(বিনামুক এবং বিনামুক মাইক্রোফোন এবং স্টেডিও এবং কম্পিউটার এবং  
সেলফোন ফোনের জন্য স্টেডিও এবং স্টেডিওপন বিক্রয়। এবং অন্যান্য  
বিনামুক)

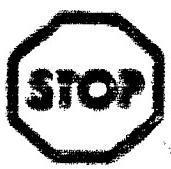
No নথি নম্বৰ	Studding নথি নম্বৰ	Studding নথি নম্বৰ	Studding নথি নম্বৰ	Studding নথি নম্বৰ	Studding নথি নম্বৰ	Studding নথি নম্বৰ
১.১	১. গোপনীয় প্রতিষ্ঠান ১. গোপনীয় প্রতিষ্ঠান	১০৩	১০৩	১০৩	১০৩	১০৩
১.২	২. প্রতিষ্ঠান ২. প্রতিষ্ঠান	১০৪	১০৪	১০৪	১০৪	১০৪
১.৩	৩. শহীদ শহীদ	১০৫	১০৫	১০৫	১০৫	১০৫
১.৪	৪. প্রতিষ্ঠান প্রতিষ্ঠান	১০৬	১০৬	১০৬	১০৬	১০৬
১.৫	৫. প্রতিষ্ঠান প্রতিষ্ঠান	১০৭	১০৭	১০৭	১০৭	১০৭
১.৬	৬. প্রতিষ্ঠান & প্রতিষ্ঠান	১০৮	১০৮	১০৮	১০৮	১০৮
১.৭	৭. গোপনীয় প্রতিষ্ঠান	১০৯	১০৯	১০৯	১০৯	১০৯
১.৮	৮. প্রতিষ্ঠান প্রতিষ্ঠান	১১০	১১০	১১০	১১০	১১০
১.৯	৯. প্রতিষ্ঠান প্রতিষ্ঠান	১১১	১১১	১১১	১১১	১১১
১.১০	১০. প্রতিষ্ঠান প্রতিষ্ঠান	১১২	১১২	১১২	১১২	১১২

This estimate was not converted to the a decimal because  
of the high objectives.

১০০০০০০০০০০

৫।

৫২



DO NOT CONTINUE  
TILL YOU'D TO DO SO

**BACKGROUND QUESTIONS--This exercise was included in every package for intended use as a background variable.**

For each of the following questions, fill in one oval in each box.

No response	A. The metric system of measurement uses units like centimeters, liters, and kilograms. How often have you used the metric system?				
	Often	Seldom	Never	I don't know.	
0.3	30.7	58.4	7.5	3.1	
B. How often do you use a hand calculator?					
	Almost Daily	A few times a week	Less than once a week	Once a month	Never I don't know.
0.3	6.4	19.4	21.0	25.3	23.0 4.4
C. Does your school provide hand calculators for use in mathematics class?					
	Yes	No	I don't know.		
0.4	7.4	88.3	4.5		

This exercise was not developed to be a direct measure of the Math Objectives.

0300000000



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

55

**BACKGROUND QUESTIONS--This exercise was included in every package for intended use as a background variable.**

For each of the following questions, fill in one oval in each box.

No  
Response  
0.4

A. The metric system of measurement uses units like centimeters, liters, and kilograms. How often have you used the metric system of measurement?

	Often	Seldom	Never	I don't know.
	19.1	61.8	16.9	1.0

0.3

B. How often do you use a hand calculator?

Almost Daily	A few times a week	Less than once a week	Once a month	Never	I don't know.
19.2	24.8	18.0	20.1	14.9	2.6

0.3

C. Does your school provide hand calculators for use in mathematics classes?

Yes	No	I don't know.
10.3	83.3	6.1

0.3

D. Does your school provide hand calculators for use in other classes?

Yes	No	I don't know.
16.0	72.4	11.3

This exercise was not developed to be a direct measure of the Math Objectives.

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5-000004K92D-3  
5-000003K91B-3



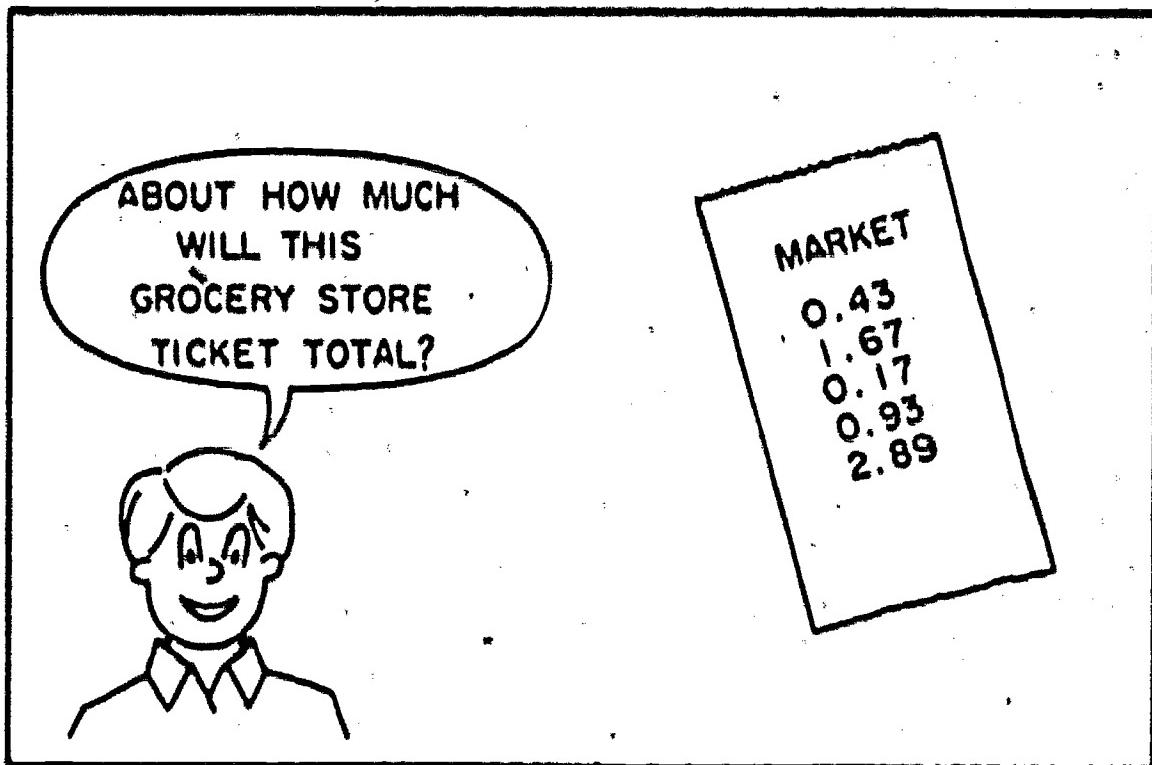
DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

56

54

**APPENDIX B**

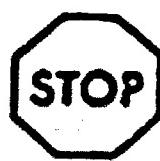
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Cognitive Exercises  
With  
Scoring Guides  
1981-82  
Assessment**



- Between \$3 and \$4
- Between \$6 and \$7
- Between \$9 and \$10
- Between \$12 and \$15
  
- I don't know.

53

56



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

0000000000

Report #: RA00944

NAEP #: 5-A00944-010-23

Content  
Objective: A. Number and Numeration

Process  
Objective: Applications of Estimation

Exercise Type: Multiple-choice  
Stimulus Type: Text

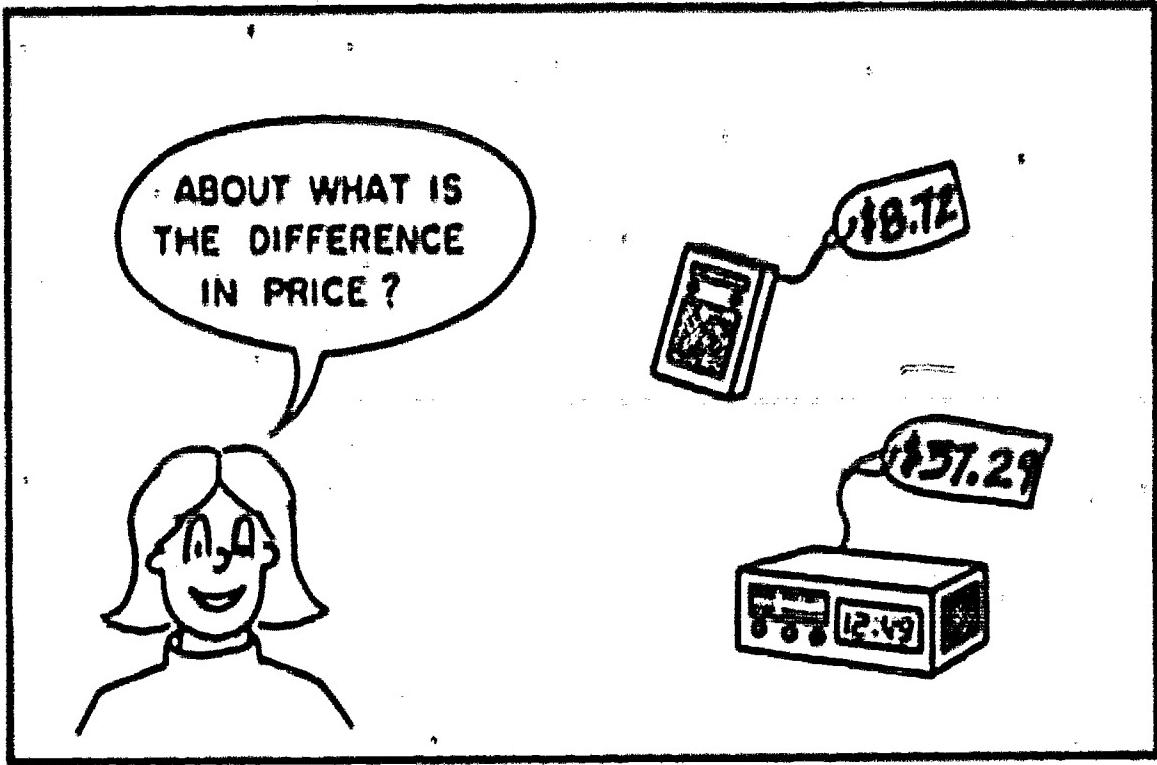
Overlap:  
Package-Exercise:  $\frac{13}{11-14}$   $\frac{17}{14-15}$

TOTAL TIME: (in seconds)  $\frac{13}{14}$   $\frac{17}{14}$

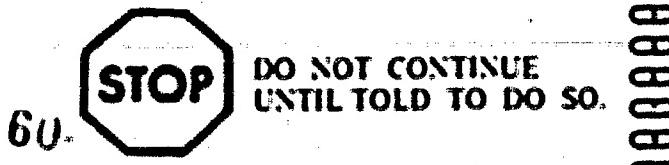


50

57



- \$29
- \$31
- \$45
- \$46
  
- I don't know.



Report #: RAO1164

NAEP #: S-A01144-010-23

Content  
Objectives: A. Number and Numeration

Process  
Objectives: Applications of Estimation

Exercise Type: Multiple-choice

Stimulus Type: Test

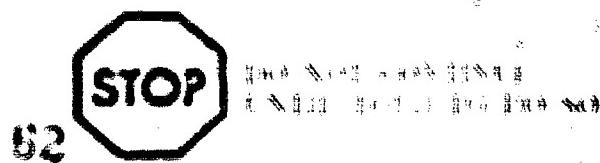
Overlap:  
Package-Exercise:  $\frac{13}{11-13} \quad \frac{17}{14-15}$

TOTAL TIME: (in seconds)  $\frac{13}{14} \quad \frac{17}{14}$



- 0
- 1
- 2
- 3
- 4
- 5

I don't know.



Report #: 8192444

Step #: 5-4 02444-0 10-23

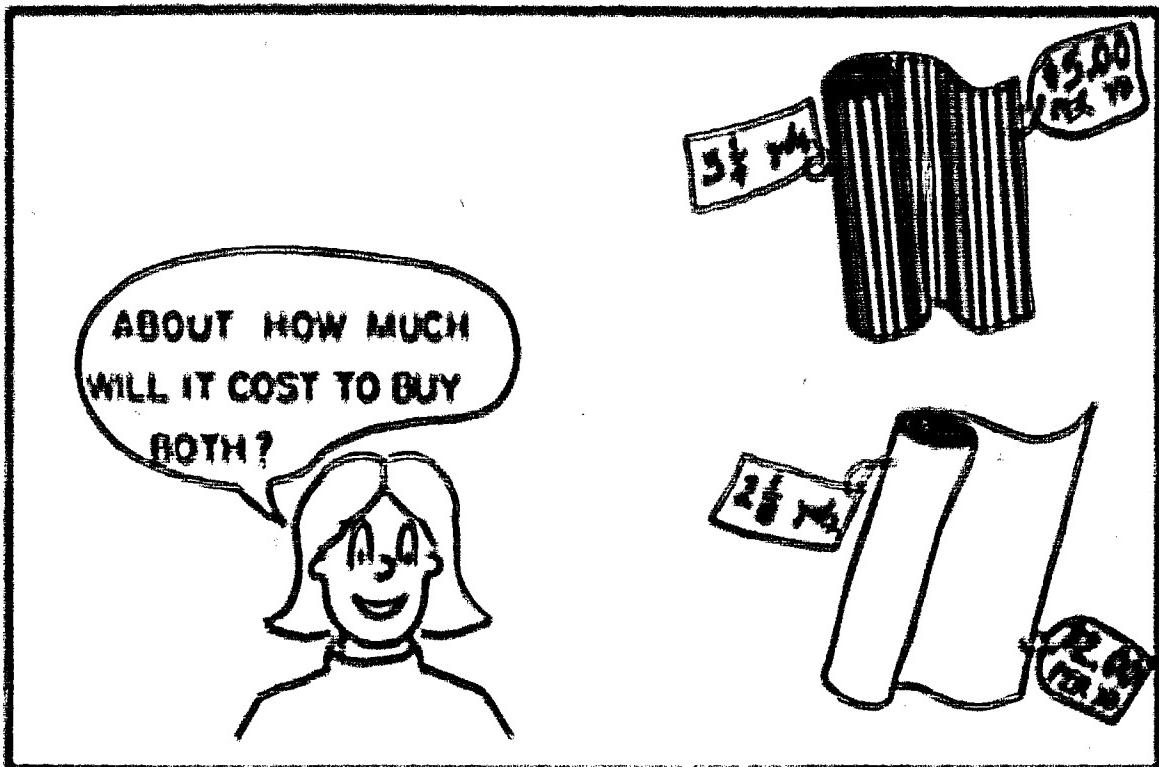
Content  
Objective: A. Number and Numeration

Process  
Objective: Applications of Estimation

Exercise Type: Multiplication  
Solve Type: Test

Overlap:  
Percentage Correct:  $\frac{11}{12} = \frac{11}{12}$

TOTAL TIME: (in seconds)  $\frac{11}{14} = \frac{17}{14}$



- \$6
- \$12
- \$20
- \$25.
- \$50
- I don't know.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

0000000000

Report #: 34094

Date #: 5-10-02 (44-10-23)

Content  
Objective: 4. Number and Numeration

Process  
Objective: Applications of Estimation

Exercise Type: Multiple-choice  
Status Type: Test

Overlap:  
Package Exercise:  $\frac{13}{13+11}$   $\frac{17}{13+11}$

TOTAL TIME: (in seconds)  $\frac{13}{14}$   $\frac{17}{14}$

**How do I get into a room in another office building?**

- A + B + C
- D + E + F
- G + H + I
- J + K + L

I think I know.

0 0 0 0 0 0 0 0 0



**DO NOT CONTINUE  
UNTIL TOLD TO DO SO.**

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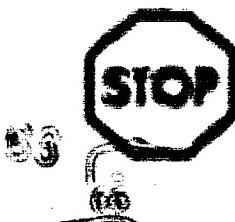
B. What is the hundred in the box?

- 1 thousand
  - 2 hundred thousand
  - 3 hundred thousand
  - 4 hundred thousand
  - 5 hundred thousand
- I don't know.

243

B. What is the hundred in the box?

- 1 thousand four hundred forty-three
  - 2 thousand four hundred forty-three
  - 3 thousand four hundred forty-three
  - 4 thousand four hundred forty-three
  - 5 thousand four hundred forty-three
- I don't know.



No one can tell the time  
No one can tell the time



Report #: RA11431

NAEP #: 5-A11431-92D-1

Content  
Objective: A. Number and Numeration

Process  
Obj: ctive: Knowledge  
Stimulus Type: Text/Tape

Overlap: 9  
Package-Exercise: 01-01

TOTAL TIME: (in seconds) 9  
50

59

67

Which one of the following is the same as  $\frac{1}{3}$ ?

A  $\frac{2}{6}$

B  $\frac{1}{6}$

C  $\frac{2}{8}$

D  $\frac{1}{4}$

E I don't know.

---

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70



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RA11832

NAEP #: 5-A11832-92D-12

Content  
Objective: A. Number and Numeration

Process  
Objective: Skill in Computation

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{9}{02-17}$   $\frac{13}{10-35}$

TOTAL TIME: (in seconds)  $\frac{9}{26}$   $\frac{13}{16}$

A. Which decimal is equal to  $\frac{1}{4}$ ?

A. .11

B. .25

C. .4

D. .41

E. .5

F. I don't know.

B. Which decimal is equal to  $\frac{3}{8}$ ?

A. .375

B. .428571

C. .66

D. .77

E. .83

F. I don't know.

000000000000



72

70

DO NOT CONTINUE  
UNTIL TOLD TO DO SO

(Continued)

C. Which decimal is equal to  $\frac{5}{8}$ ?

- .375
- .428571
- .66
- .77
- .83
- I don't know.

73

71



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RA12632

NAEP #: 5-A 12632-92D-23

Content  
Objectives: A. Number and Numeration

Process  
Objectives: Skill in Computation

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercises:  $\frac{13}{09-22}$   $\frac{17}{09-31}$

TOTAL TIME: (in seconds)  $\frac{13}{69}$   $\frac{17}{61}$

A. What does the 5 stand for in the number in the box?

3,517

- 5 ones
- 5 tens
- 5 hundreds
- 5 thousands
- I don't know.

B. What does the 2 stand for in the number in the box?

233

- 2 ones
- 2 tens
- 2 hundreds
- 2 thousands
- I don't know.

8888888888



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 8A14411

SLIP #: S-A14411-920-12

Content  
Objective: 4. Number and Numeration

Process  
Objective: Knowledge

Exercise Type: Multiple-choice

Format Type: Test/Type

Overlap:  
Percentage-Exercises:  $\frac{9}{24-15}$   $\frac{13}{27-17}$

TOTAL TIME: (in seconds)  $\frac{9}{42}$   $\frac{13}{26}$

Frank has a motorcycle that requires him to mix the oil with the gasoline. It takes  $\frac{1}{8}$  pint of oil for every gallon of gasoline. If he wishes to put in  $1\frac{1}{2}$  gallons of gasoline, how much oil will he need?

- A  $\frac{1}{2}$  pint oil
- B  $\frac{2}{3}$  pint oil
- C  $\frac{3}{4}$  pint oil
- D 1 pint oil
- E I don't know.



Report #: 4421841

MEP #: S-A21841-92B-03

Content  
Objective: A. Number and Numeration

Process  
Objective: Applications of Routine Problems

Exercise Type: Multiple-choice  
Stimulus Type: Test/Tape

Overlap:  
Package-Exercise:  $\frac{13}{10 \times 10}$        $\frac{17}{10 \times 10}$

TOTAL TIME: (in seconds)       $\frac{17}{30}$        $\frac{13}{40}$

L

—

—

L

76      73

Writing is decided for me.

३ विद्युत विभाग के अधीन संचालित होने वाली विद्युत बिजली की विद्युत

更多公考資訊請上中華公務員網：www.chinagov.org

12. 亂世子孫之書，以明其事。周易之傳，亦復何殊？

**ANSWER** *Answers to all questions in this section are provided in the back of the book.*

卷之三十一

**ANSWERS** —

The diagram consists of three vertical columns of ten numbered ovals each. The first column is labeled 'A' at the top, the second is labeled 'B', and the third is labeled 'C'. Each oval contains a number from 1 to 10, representing a sequence or index. The ovals are arranged in a grid-like pattern.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

REPORT #: 4824051  
 DATE #: 5-22-03 (1021-23)  
 COMPANY:  
 OBJECTIVE: 1. READING AND UNDERSTANDING  
 INSTRUCTIONS:  
 OBJECTIVE: 1. READING  
 EXPLANATION: EXPLANATION  
 INSTRUCTIONS: INSTRUCTIONS  
 PRACTICE TEST:  
 PRACTICE TEST: 100%  
 PRACTICE TEST: (100% correct) 100%

**1200-1202**   **1000-1002**   **61025-61026**

1. 4. 2. 5. 3. 2. 2. 2. 2. 2. 2.

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卷之三

- |    |   |            |
|----|---|------------|
| 11 | * | 6,003      |
| 20 | * | 6,953.25   |
| 21 | * | 6 3/10000  |
| 22 | * | 63,000     |
| 23 | * | 6300       |
| 24 | * | 6,0003     |
| 25 | * | 6,03       |
| 26 | * | 6.3 02 6   |
| 27 | * | 1 100111 1 |
| 28 | * | 10 3 25 PG |

卷之三

- 11 \* .00012  
20 \* OTHER  
21 \* 12/12,000  
22 \* .02,000  
23 \* .0200  
24 \* .00012  
25 \* .002  
26 \* THE DECIMAL 021 WITH THE DECIMAL IN ANY POSITION TO THE RIGHT OF THE 0 (.021, .0210, .020000, ETC.)  
27 \* THE DECIMAL 021 WITH THE DECIMAL IN ANY POSITION TO THE LEFT OF THE 0 (.021, .0021, .00021, ETC.)  
28 \* I DON'T KNOW.  
29 \* NO RESPONSE

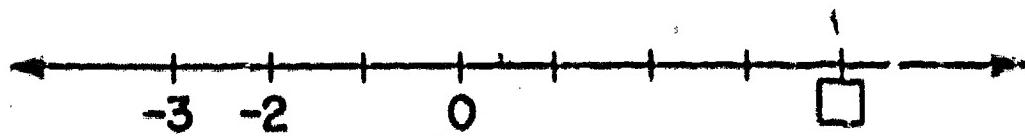
SCOTTISH GUIDE PART C

Q11. HOW MUCH MONEY DO YOU HAVE?

ANSWER:

- 11 \* \$1.00
- 12 \* \$1000
- 13 \* \$ 4,000
- 14 \* \$1000
- 15 \* \$600
- 16 \* 400
- 17 \* \$ 1,000
- 18 \* I DON'T KNOW.
- 19 \* NO RESPONSE

A. What number should be placed in the  ?



ANSWER \_\_\_\_\_

B. What number should be placed in the  ?



ANSWER \_\_\_\_\_

0000000000

A      B  
0000000000  
0000000000  
0000000000  
0000000000  
0000000000  
0000000000  
0000000000

A      B  
0000000000  
0000000000  
0000000000  
0000000000  
0000000000  
0000000000  
0000000000

93



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RA2442

NAEP #: 124431-02D-23

Content  
Objective: A. Number and Numeration

Process  
Objective: Understanding

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{13}{13-15}$   $\frac{17}{10-24}$

TOTAL TIME: (in seconds)  $\frac{13}{36}$   $\frac{17}{36}$

5.1

82

5-A24431-92D-2,3  
SCORING GUIDE: PARTS A & B

Categories are listed below.

PART A:

11 = 4 OR +4

20 = OTHER

21 = -4

22 = 3

23 = 5

24 = 1

77 = I DON'T KNOW.

88 = NO RESPONSE

PART B:

11 = -5

20 = OTHER

21 = 5

22 = -4

23 = -6

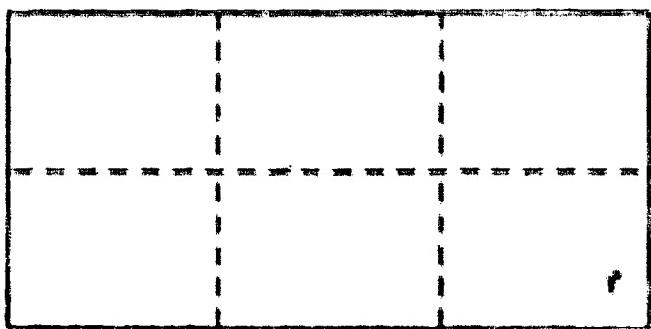
24 = 4

25 = 7

77 = I DON'T KNOW.

88 = NO RESPONSE

**Shade 2/3 of the rectangle below.**



0000000000

0000000000  
0000000000

34



**DO NOT CONTINUE  
UNTIL TOLD TO DO SO.**

Report #: 140243

NAEP #: 5-A25432-920-1

Content  
Objective: A. Number and Numeration

Process  
Objective: Understand

Exercise Type: Open-ended  
Stimulus Type: Test/Tape

Overlap:  
Package-Exercise:  $\frac{9}{62-13}$

TOTAL TIME: (in seconds)  $\frac{9}{20}$

9-A25432-920-1  
SCORING GUIDE

Categories are listed below.

- 11 = ANY FOUR OF THE SIX CELLS SHADED
- 12 = TWO-THIRDS OF THE LARGE RECTANGLE CORRECTLY SHADED IN SOME NUMBER OTHER THAN CATEGORY 11
- 13 = OUTLINED 2/3 OF THE RECTANGLE BUT DID NOT SHADE
- 20 = OTHER
- 21 = PARTIAL SHADING IN 4 CELLS
- 22 = TWO OF THE SIX CELLS SHADED OR PARTIALLY SHADED
- 23 = SHADED 2 CELLS AND A PART OF A THIRD CELL
- 24 = 1/2, (3 CELLS) SHADED OR PARTIALLY SHADED
- 25 = 1/6 OR 5/6 (1 OR 5 CELLS) SHADED OR PARTIALLY SHADED
- 77 = I DON'T KNOW.
- 99 = NO RESPONSE

**Round the following numbers to the nearest hundred:**

**4873**

**ANSWER** \_\_\_\_\_

0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0

DO NOT WRITE IN THIS COLUMN



**DO NOT CONTINUE  
UNTIL TOLD TO DO SO.**

Report #: 4425632

STEP #: S-C70009-43D-1

Content  
Objective: A. Number and Numeration

Process  
Objective: S-111-10 COMPUTATION

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Teacher-Student:  $\frac{2}{0.203}$

TOTAL TIME: (in seconds)  $\frac{2}{24}$

JG

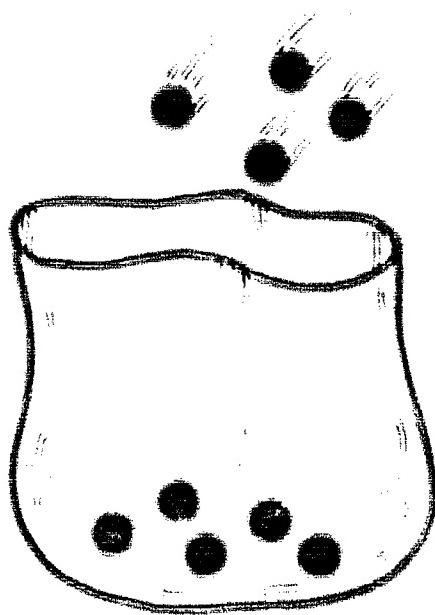
68

4981=20  
4974=20  
4973=20  
4966=20

5-A25632-430-1  
5-C70009-1  
SCORING 60100

Categories are listed below.

- 11 \* 4900
- 20 \* OTHER
- 31 \* 4000
- 32 \* 5000
- 33 \* 4373
- 34 ? 900 OR 9
- 35 \* 999 OR 99
- 36 \* 8, 000 OR CIRCLE 8
- 37 \* 4163
- 38 \* 5473
- 39 \* I DON'T KNOW.
- 40 \* NO RESPONSE



This picture shows two sets of moving particles. What do they represent?  
Leave out little particles."

$4 + 5 = \square$

$5 + 4 = \square$

$4 \times 5 = \square$

$5 \times 1 = \square = 5$

I didn't know.

000  
000

000  
000

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DO NOT CONFIDE  
THIS TEST TO NO ONE.

Report # : 4430939

Date : 12-20-2012 02:02:02

Category : 4. Number and Numerical

Subcategory : Number and Numerical

Specific : 4430939

Specific Type : 4430939

Specific Subtype : 4430939

Specific Value : 4430939

**ESTIMATING THE PREVAILING LOAD ON THE PREDOMINANT WIND DUE TO THE ANNUAL GUST.**  
The wind gust due to the prevailing basic design load is equal to  $W_{gust} = (1.4)^{0.5} W_{pred}$  and  
occurred with an 80% probability to the end of the 100-year design lifetime.

第二章 从新民主主义向社会主义的过渡

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88      01 \* KOMA \* KOMOKO

5

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### Section 10: Summary



DO NOT CANNULATE  
A NURSE IS TO DO SO

RECORDED

C. Subject Reports

1.00 300

2.00 8.00

3.00 3.00

4.00 9.00

END - 2. Subject Reports



DO NOT CONTINUE  
UNTIL RECD TO DO SO.

REPORT #:

10-12452

NAME #:

ROBERT WALTERS

POSITION:

RECEIVER AND DISPATCHER

DEPARTMENT:

MAIN OFFICE

TYPE OF LINE:

TELETYPE

TELETYPE NUMBER:

555-1234

TELETYPE CODE:

555-1234

TELETYPE ADDRESS:

555-1234

12

13

5

6

②

Divide.

A.

$$3 \overline{) 304}$$

ANSWER \_\_\_\_\_

B.

$$5 \overline{) 150}$$

ANSWER \_\_\_\_\_

C.

$$12 \overline{) 2496}$$

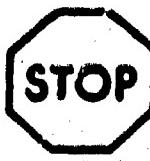
ANSWER \_\_\_\_\_

A.      B.      C.

8 8 8 8 8 8 8 8  
8 8 8 8 8 8 8 8  
8 8 8 8 8 8 8 8  
8 8 8 8 8 8 8 8  
8 8 8 8 8 8 8 8  
8 8 8 8 8 8 8 8  
8 8 8 8 8 8 8 8  
8 8 8 8 8 8 8 8  
8 8 8 8 8 8 8 8  
8 8 8 8 8 8 8 8

95

97



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RA32921  
NAEP #: 5-A32921-D1D-2  
Content Objective: A. Number and Numeration  
Process Objective: Skill in Computation  
Exercise Type: Open-ended  
Stimulus Type: Text/Tape  
Overlap: 13  
Package-Exercise: 13-16  
TOTAL TIME: (in seconds) 13  
68

93

96

5-A32921-DID-2  
SCORING GUIDE: PART A

Categories are listed below.

PART A:

- 11 = 101. $\bar{3}$  or 101.33
- 12 = .101 R 1
- 13 = 101 1/3
- 14 = 101.3, 101.33 OR 101.333...
- 20 = OTHER
- 21 = .00098684 OR OTHER DECIMAL PLACEMENT OR ATTEMPTED 3-DIVIDED BY 304
- 22 = 101
- 23 = 11, 11 1/3, 11.33 OR 11 R 1
- 24 = 10.333... OR 1.333 OR OTHER DECIMAL PLACEMENT
- 25 = 101 R 3 OR 101 R 33
- 26 = 3304 OR 3043
- 77 = I DON'T KNOW
- 88 = NO RESPONSE

**SCORING GUIDE: PART B**

Categories are listed below.

11 = 30

20 = OTHER

21 = 0.0333...

22 = .333... AND OTHER DECIMAL PLACEMENT EXCEPT CATEGORY 21

23 = 5150 OR 1505

24 = 750 OR ATTEMPTED  $150 \times 5$

25 = 3

26 = 150 OR 5

77 = I DON'T KNOW

88 = NO RESPONSE

100

SCORING GUIDE: PART C

Categories are listed below.

11 = .208

20 = OTHER

21 = 0.0048076 OR ATTEMPTED 12 DIVIDED BY 2496

22 = .48076923 OR .48076 OR OTHER DECIMAL PLACEMENT EXCEPT  
CATEGORY 21

23 = 122496 OR 249612

24 = 29,952 OR ATTEMPTED 2496 x 12

25 = 20.8, 2.08 OR .208

26 = 28

27 = 2 R 96

77 = I DON'T KNOW

88 = NO RESPONSE

101

### **Divide.**

A. 3 □ 304

## **ANSWER.**

B. 5 □ 150

**ANSWER.**

C. 12 | 2498

**ANSWER .**

The diagram consists of three vertical columns labeled A, B, and C. Each column contains ten numbered ovals, arranged vertically. Column A has ovals numbered 1 through 10. Column B has ovals numbered 11 through 20. Column C has ovals numbered 21 through 30.

### 第二章 现代汉语词典

100

112



**DO NOT CONTINUE  
UNTIL TOLD TO DO SO.**

Report #: 543292-X

RIDP #: 5-43292-X-010-123

Content  
Objectives: F. Technology

Process  
Objectives: Hand Held Calculator

Exercise Type: Open-ended

Stimulus Type: Test/Tape

Overlap:

Package-Exercise:

$\frac{9}{65-16}$

$\frac{11}{11-25}$

$\frac{17}{17-26}$

TOTAL TIME: (in seconds)

$\frac{9}{93}$

$\frac{11}{68}$

$\frac{17}{49}$

103  
101

**5-A32921KHD-1,2,3  
SCORING GUIDE: PART A**

**Categories are listed below.**

**PART A1**

**11 = 101.3 OR 101.33**

**12 = 101 R 1**

**13 = 101 1/3**

**14 = 101.3, 101.33 OR 101.333...**

**20 = OTHER**

**21 = .00098684 OR OTHER DECIMAL PLACEMENT OR ATTEMPTED  
3 DIVIDED BY 304**

**22 = 101**

**23 = 11, 11 1/3, 11.33 OR 11 R 1**

**24 = 10.333... OR 1.333 OR OTHER DECIMAL PLACEMENT**

**25 = 101 R 3 OR 101 R 33.**

**26 = 3304 OR 3043**

**27 = I DON'T KNOW**

**28 = NO RESPONSE**

101  
102

**SCORING GUIDE: PART B**

**Categories are listed below.**

**11 = .30**

**20 = OTHER**

**21 = 0.0333...**

**22 = .333... AND OTHER DECIMAL PLACEMENT EXCEPT CATEGORY 21**

**23 = 3150 OR 1500**

**24 = 750 OR ATTEMPTED  $150 \times 5$**

**25 = 3**

**26 = 150 OR 5**

**77 = I DON'T KNOW**

**99 = NO RESPONSE**

SCORING GUIDE: PART C

Categories are listed below.

11 = 208

20 = OTHER

21 = .0040076 OR APPROXIMATED 12 DIVIDED BY 2496

22 = .48976923 OR .48976 OR OTHER DECIMAL PLACEMENT EXCEPT  
CHARACTER 21

23 = 122496 OR 249612

24 = 29,951 OR APPROXIMATED 2496 X 12

25 = 20.0, 2.00 OR .200

26 = 30

27 = 2 R 96

77 = I DON'T KNOW

88 = NO RESPONSE

The answer to this subtraction problem is closest to:

1 0000

2000

3000

9000

I don't know.

0000000000



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #3

443N032

Report #3

443N032-Sub-123

Content

Objective

A. Number and Materials

Content

Objective

Small in Size

Exercise Type:

Wristband

Stimulus Type:

Novel/Strange

Overall

3  
100%

13  
100%

17  
100%

Overall Times (for each item)

3  
100%

13  
100%

17  
100%

During a race around the school, Stacy's time was 26 seconds. Tommy's time was 30 seconds. How many seconds faster was Stacy than Tommy?

ANSWER \_\_\_\_\_

0000000000  
0000000000  
0000000000  
0000000000



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RA34342

NAEP #: 5-A34342-92D-12

Content Objective: A. Number and Numeration

Process Objective: Applications of Routine Problems

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:       $\frac{9}{01-08}$        $\frac{13}{12-03}$

TOTAL TIME: (in seconds)       $\frac{9}{36}$        $\frac{13}{31}$

108 110

5-A34342-92D-1,2  
SCORING GUIDE

Categories are listed below.

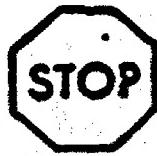
- 11 = 13
- 20 = OTHER
- 21 = ATTEMPTED 39 - 26 WITH NO OR WRONG ANSWER
- 22 = 65 OR ATTEMPTED 39 + 26
- 23 = 39
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

Pam has  $4\frac{3}{4}$  cups of flour. If she uses  $2\frac{1}{2}$  cups to make a cake, how much flour will she have left?

ANSWER \_\_\_\_\_

---

0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

112

110

Report #: RA35241  
NAEP #: 5-A35241-92D-23  
Content Objective: A. Number and Numeration  
Process Objective: Applications of Routine Problems  
Exercise Type: Open-ended  
Stimulus Type: Text/Tape  
Overlap:  
Package-Exercise:  $\frac{11}{10-18}$   $\frac{17}{12-35}$   
TOTAL TIME: (in seconds)  $\frac{13}{34}$   $\frac{17}{34}$

1981-82 T1018 81235  
1977-78 T0238 80436

S-A35241-92D-2,3  
**SCORING GUIDE**

Categories are listed below.

- 11 = 2 1/4 OR 2.25 WITH OR WITHOUT CUPS
- 20 = OTHER
- 21 = 7 1/8 OR ATTEMPTED + 3/4 + 2 1/2
- 22 = 2 2/2 OR 3
- 23 = 2 1/2 OR 2 2/4
- 24 = 2
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

On the same day, the highest temperature at Nome, Alaska, was 26 degrees below zero, and the highest temperature at Miami, Florida, was 78 degrees above zero. What was the difference between the two temperatures?

ANSWER \_\_\_\_\_

0000000000

0000000000

115  
113



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 8436341

NIEP #: 5-436341-929-23

Content:  
Objective: A. Number and Numeration

Process  
Objective: Applications of Routine Inventory

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{11}{10-15}$   $\frac{11}{15-15}$

TOTAL TIME: (in seconds)  $\frac{11}{30}$   $\frac{17}{30}$

116

114

1981-82 T1040 61313  
1977-78 T9219 50915

**S-A36341-92D=2,3  
SCORING GUIDE**

**Categories are listed below.**

- 11 = 106**
- 20 = OTHER**
- 31 = 96**
- 22 = 50 OR ATTEMPTED 70 = 20**
- 33 = ATTEMPTED 70 + 20 OR 70 = (-20) WITH NO OR WRONG ANSWER**
- 77 = I DON'T KNOW.**
- 88 = NO RESPONSE**

Six simple addition problems will be read to you. Write only the ANSWERS in the spaces provided.

**ANSWER** *It is the same as the first one.*

**D** ——————

100

**E.** \_\_\_\_\_

**ANSWER** — The first two digits of the answer are 10.

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八

B

C  
00000000

D  
00000000

**E**

**F**



**DO NOT  
CONTINUE  
UNTIL TOLD  
TO DO SO.**

Report #: 4436511

Date: 1

Test #: 5-4-36511-020-1

Content:

Objective: 4. Number and Numeration

Procedure:

Objective: Knowledge of Basic Number Facts

Exercise Type: Open-ended

Scoring Type: Free

Overlap:

Package-Exercise:

$\frac{9}{62-13}$

TOTAL TIME: (in seconds)

$\frac{9}{42}$

110

117

SCORING GUIDE: PARTS A & B

Categories are listed below:

PART A:

- 11 = ?
- 20 = OTHER
- 21 = 6 \* 3
- 22 = 6
- 23 = 0
- 27 = I DON'T KNOW.
- 30 = NO RESPONSE

PART B:

- 11 = ?
- 20 = OTHER
- 21 = 3 \* 4
- 22 = 6
- 23 = 0
- 27 = I DON'T KNOW.
- 30 = NO RESPONSE

Dr. ALLEN  
PARKER

**FEELING SICK: PAGES 6 & 7**

Categories are listed below.

**ANSWER:**

- 11 \* 2
- 20 \* OTHER
- 21 \* 5 \* 7
- 22 \* 0
- 23 \* 10
- 27 \* I DON'T KNOW.
- 30 \* NO RESPONSE

**ANSWER:**

- 11 \* 16
- 20 \* OTHER
- 21 \* 6 \* 8
- 22 \* 13
- 23 \* 15
- 27 \* I DON'T KNOW.
- 30 \* NO RESPONSE

52-10661  
PLATE 467

HOOLAH CHIEFS: PAGES 4 & 5

QUESTION AND LISTED below.

PAGE 4:

- 11 \* 12
- 20 \* OTHER
- 21 \* 6 \* 5
- 22 \* 11
- 23 \* 13
- 77 \* I DON'T KNOW,
- 88 \* NO RESPONSE

PAGE 5:

- 11 \* 13
- 20 \* OTHER
- 21 \* 6 \* 7
- 22 \* 12
- 23 \* 14
- 77 \* I DON'T KNOW,
- 88 \* NO RESPONSE

120

123

Six simple subtraction problems will be read to you. Write only the  
ANSWERS in the spaces provided.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

0 0 0 0 0 0 0 0 0 0

A 0 0 0 0 0 0 0 0 0 0  
B 0 0 0 0 0 0 0 0 0 0  
C 0 0 0 0 0 0 0 0 0 0  
D 0 0 0 0 0 0 0 0 0 0  
E 0 0 0 0 0 0 0 0 0 0  
F 0 0 0 0 0 0 0 0 0 0

A 0 0 0 0 0 0 0 0 0 0  
B 0 0 0 0 0 0 0 0 0 0  
C 0 0 0 0 0 0 0 0 0 0  
D 0 0 0 0 0 0 0 0 0 0  
E 0 0 0 0 0 0 0 0 0 0  
F 0 0 0 0 0 0 0 0 0 0

A 0 0 0 0 0 0 0 0 0 0  
B 0 0 0 0 0 0 0 0 0 0  
C 0 0 0 0 0 0 0 0 0 0  
D 0 0 0 0 0 0 0 0 0 0  
E 0 0 0 0 0 0 0 0 0 0  
F 0 0 0 0 0 0 0 0 0 0

A 0 0 0 0 0 0 0 0 0 0  
B 0 0 0 0 0 0 0 0 0 0  
C 0 0 0 0 0 0 0 0 0 0  
D 0 0 0 0 0 0 0 0 0 0  
E 0 0 0 0 0 0 0 0 0 0  
F 0 0 0 0 0 0 0 0 0 0

A 0 0 0 0 0 0 0 0 0 0  
B 0 0 0 0 0 0 0 0 0 0  
C 0 0 0 0 0 0 0 0 0 0  
D 0 0 0 0 0 0 0 0 0 0  
E 0 0 0 0 0 0 0 0 0 0  
F 0 0 0 0 0 0 0 0 0 0



DO NOT  
CONTINUE  
UNTIL TOLD  
TO DO SO.

Report #: RA37111

NAEP #: 5-A37111-92D-1

Content  
Objective: A. Number and Numeration

Process  
Objective: Knowledge of Basic Number Facts

Exercise Type: Open-ended  
Stimulus Type: Tape

Overlap:  
Package-Exercise:  $\frac{9}{05-23}$

TOTAL TIME: (in seconds)  $\frac{9}{44}$

121

122

5-A37111-92D-1  
SCORING GUIDE: PARTS A & B

Categories are listed below.

PART A:

11 = 6  
20 = OTHER  
21 = 7 - 1  
22 = 5  
23 = 7  
24 = 8  
77 = I DON'T KNOW.  
88 = NO RESPONSE

PART B:

11 = 3  
20 = OTHER  
21 = 8 - 5  
22 = 2  
23 = 4  
24 = 13  

---

77 = I DON'T KNOW.  
88 = NO RESPONSE

SCORING GUIDE: PARTS C & D

Categories are listed below.

PART C:

11 = 5  
20 = OTHER  
21 = 12 - 7  
22 = 4  
23 = 6  
24 = 19  
77 = I DON'T KNOW.  
88 = NO RESPONSE

PART D:

11 = 7  
20 = OTHER  
21 = 16 - 9  
22 = 6  
23 = 8  
24 = 25

---

25 = NOT USED  
26 = 5  
77 = I DON'T KNOW.  
88 = NO RESPONSE

SCORING GUIDE: PARTS E & F

Categories are listed below.

PART E:

11 = 7  
20 = OTHER  
21 = 9 - 2  
22 = 6  
23 = 8  
24 = 11  
77 = I DON'T KNOW.  
88 = NO RESPONSE

PART F:

11 = 6  
20 = OTHER  
21 = 13 - 7  
22 = 5  
23 = 7  
24 = 20  
77 = I DON'T KNOW.  
88 = NO RESPONSE

George had  $\frac{2}{3}$  of a pie. He ate  $\frac{2}{3}$  of that. How much pie did he eat?

$\frac{3}{20}$

$\frac{3}{10}$

$\frac{9}{20}$

$\frac{6}{10}$

$\frac{4}{4}$

I don't know.

0000000000



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

**Report #: RA42241**

**NAEP #: S-442241-920-23**

**Content  
Objectives** A. Number and Numeration

**Process  
Objectives** Applications of Routine Problems

**Exercise Type:** Multiple-choice  
**Stimulus Type:** Text/Tape

**Overlap:  
Package-Exercise:**  $\frac{11}{18-31}$   $\frac{17}{69-76}$

**TOTAL TIME: (in seconds)**  $\frac{11}{37}$   $\frac{17}{28}$

120

127

What is the correct placement of the decimal point in each of the following multiplication problems?

A.  $76.5 \times 8.22 =$

- 629595.
- 629.595
- 62.9595
- 6295.95

I don't know.

B.  $.0055 \times 32456$

- 17850.80
- 17.85080
- 1785.080
- 178.5080

I don't know.

C.  $.3 \times .2 =$

- 6.
- 60.
- .6
- .06

I don't know.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

000000000000

Report #: RAN2832

NAEP #: 5-A42832-929-23

Content  
Objectives: A. Number and Numeration

Process  
Objectives: Skill in Computation

Exercise Type: Multiple-choice  
Stimulus Type: Test/Tape

Overlap:  
Package-Exercise:  $\frac{13}{16-32} + \frac{17}{65-82}$

TOTAL TIME: (in seconds)  $\frac{13}{65} - \frac{17}{53}$

131

129

A. What is 10% of 50?

ANSWER \_\_\_\_\_

B. What is 60% of 50?

ANSWER \_\_\_\_\_

C. What is 75% of 12?

ANSWER \_\_\_\_\_

| A                 | B                 | C                 |
|-------------------|-------------------|-------------------|
| 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 |
| 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 |
| 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 |
| 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 | 0 0 0 0 0 0 0 0 0 |



132

130

DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: M-44621

MEP #: S-A44621-010-2

Content  
Objective: 4. Number and Numeration

Process  
Objective: Skill in Computation

Exercise Type: Open-ended  
Stimulus Type: Text/Type

Overlap:  
Package-Exercise:  $\frac{13}{14-13}$

TOTAL TIME: (in seconds)  $\frac{13}{57}$

133

131

5-44621-010-2  
SCORING GUIDE: PART A

PART A:

11 = 5, 5.0 OR EQUIVALENT

20 = OTHER

21 = 4

22 = 3

23 = 2

24 = 300% WITH OR WITHOUT LABEL

25 = 60% WITH OR WITHOUT LABEL

26 = 15% WITH OR WITHOUT LABEL

27 = 5%

28 = 1/3, .2 OR EQUIVALENT

29 = 3%

30 = I DON'T KNOW

33 = NO RESPONSE

SCORING GUIDE: PART B

Categories are listed below.

- 21 \* 30
- 20 \* OTHER
- 21 \* 40 OR 1
- 22 \* 2.00 OR 3.0
- 23 \* 60
- 24 \* 12
- 25 \* 30000 MMW OR WITHOUT LABEL
- 26 \* 1200 MMW OR WITHOUT LABEL
- 27 \* 1100 OR 114 MMW OR WITHOUT LABEL
- 28 \* 5/6, .83, 50/60, 6/5, 60/30, 1 1/3
- 29 \* 300
- 30 \* I DON'T KNOW
- 31 \* NO RESPONSE

**SCORING GUIDE: PART C**

Categories are listed below:

- 24 = 2, 3, 0 OR ~~HIGH/LAW~~
- 20 = ~~LOW/H~~
- 24 = 25
- 22 = 6
- 23 = 6
- 21 = 3
- 25 = 3000 WPS OR WITHOUT LADS
- 26 = 375 WPS OR WITHOUT LADS
- 27 = 630 WPS OR WITHOUT LADS
- 28 = 3.0/75, 73/12, 4/21 OR 23/4
- 29 = 24
- 77 = I DON'T KNOW
- 98 = NO RESPONSE

Which one of the following means "six used as a factor five times"?

- 6<sup>5</sup>
- 6<sup>4</sup>
- 6 + 6 + 6 + 6 + 6
- 6 + 6 + 6 + 6 + 6 + 6
- I don't know.

0000000000

137



134

DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RA46232

NAEP #: 5-A46232-92D-23

Content  
Objectives: A. Number and Numeration

Process  
Objective: Knowledge

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{13}{14-25}$   $\frac{17}{10-13}$

TOTAL TIME: (in seconds)  $\frac{13}{20}$   $\frac{17}{15}$

133

135

**A store is offering a discount of 15 percent on fishing rods. What is the amount a customer will save on a rod regularly priced at \$25.00?**

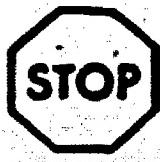
**ANSWER** \_\_\_\_\_

0 0 0 0 0 0 0 0 0 0

0 0 0 0 0 0 0 0 0 0

133

136



**DO NOT CONTINUE  
UNTIL TOLD TO DO SO.**

Report #: RAN7344

NAEP #: S-C50002-43D-23

Content  
Objective: A. Number and Numeration

Process  
Objective: Applications of Routine Problems

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{13}{09-38}$   $\frac{17}{09-08}$

TOTAL TIME: (in seconds)  $\frac{13}{41}$   $\frac{17}{40}$

140

137

1981-82 T0938 80908  
1977-78 T0734 80709  
1972-73 T0703 80729

5-A47344-43D-2,3  
5-C50002-2,3  
SCORING GUIDE

Categories are listed below.

- 1 = .33.75, .3.75 OR .375
- 0 = OTHER
- 1 = 21.25 OR OTHER DECIMAL PLACEMENT OR ATTEMPTED  $25 \times .05$ ,  
 $= 25 - (25 \times .15)$ , OR  $25 - .3.75$
- 2 = .310, 10, -10, 24.05 OR ATTEMPTED  $25 - 15$  OR  $25 - .15$
- 3 = .315, 15, .15 OR 15%
- 4 = 166, 1.66, 1.67, 1.6 OR OTHER DECIMAL PLACEMENT OR ATTEMPTED  
 $15/25$
- 5 = .6 OR OTHER DECIMAL PLACEMENT OR ATTEMPTED  $25/15$
- 6 = 11.11 OR OTHER DECIMAL PLACEMENT
- 7 = .33.75%, 375 WITHOUT %, OTHER DECIMAL PLACEMENT OF .3.75 OTHER  
TEAM CATEGORY 11 OR ATTEMPTED  $25 \times .15$  WITH NO OR WRONG ANSWER
- 7 = I DON'T KNOW.
- 8 = NO RESPONSE

1.11

A store is offering a discount of 15 percent on fishing rods. What is the amount a customer will save on a rod regularly priced at \$25.00?

**ANSWER** \_\_\_\_\_

0 0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0 0



**STOP**

**DO NOT CONTINUE  
UNTIL TOLD TO DO SO.**

1-12

139

SATURDAY  
MARCH 21

Report #1 : RA4734K

KAEP #: S-C50002E-32D-23

Content  
Objective: F. Technology

Process  
Objective: Hand Held Calculator

Exercise Type: Open-ended  
Stimulus Type: Test/Tape

Overlap:  
Package-Exercise:  $\frac{13}{11-19}$   $\frac{17}{14-19}$

TOTAL TIME: (in seconds)  $\frac{13}{41}$   $\frac{17}{41}$

113

140

5-A47344K92D-2,3

5-C50002K-2,3

SCORING GUIDE

Categories are listed below.

1 = .33.75, .3.75 OR 375%

0 = OTHER

1 = 21.25 OR OTHER DECIMAL PLACEMENT OR ATTEMPTED  $25 \times .05$ ,  
 $25 = (25 \times .15)$  OR  $25 = .3.75$

2 = .810, 10, -10, 24.00 OR ATTEMPTED  $25 = 15$  OR  $25 = .15$

3 = .815, 15, .15 OR 15%

4 = 166, 1.66, 1.67, 1.6 OR OTHER DECIMAL PLACEMENT OR ATTEMPTED  
 $\frac{15}{25}$

5 = .6 OR OTHER DECIMAL PLACEMENT OR ATTEMPTED  $25/15$

6 = 11.11 OR OTHER DECIMAL PLACEMENT

7 = .33.75%, 375 WITHOUT %, OTHER DECIMAL PLACEMENT OF .3.75 OTHER  
THAN CATEGORY 11 OR ATTEMPTED  $25 \times .15$  WITH NO OR WRONG ANSWER

8 = I DON'T KNOW.

9 = NO RESPONSE

Six simple multiplication problems will be read to you. Write only the ANSWERS in the spaces provided.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

8 8 8 8 8 8 8 8

A      B      C      D      E      F  
8 8 8 8 8 8  
8 8 8 8 8 8  
8 8 8 8 8 8

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8 8 8 8 8 8  
8 8 8 8 8 8  
8 8 8 8 8 8



DO NOT  
CONTINUE  
UNTIL TOLD  
TO DO SO.

Report #: 8407711

NAEP #: 5-A47711-92D-1

Content  
Objective: A. Number and Numeration

Process  
Objective: Knowledge of Basic Number Facts

Exercise Type: Open-ended  
Stimulus Type: Tape

Overlap:  
Previous Exercise:  $\frac{9}{(4-3)}$

TOTAL TIME: (in seconds)

15

118

143

5-A47711-91B-1  
**SCORING GUIDE: PARTS A C D**

Categories are listed below.

**PART A:**

- 11 = 20
- 20 = OTHER
- 21 = 3 OR 0
- 22 = 11
- 23 = 5 OR -5
- 24 = 16 OR 32
- 25 = 21 OR 27
- 26 = 20
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

**PART B:**

- 11 = 40
- 20 = OTHER
- 21 = 8 OR 6
- 22 = 16
- 23 = 2 OR -2
- 24 = 62 OR 54
- 25 = 40 OR 36
- 26 = 86
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

**SCORING GUIDE: PARTS C & D**

Categories are listed below.

**PART C:**

- 11 = 20
- 20 = OTHER
- 21 = 4 1 5
- 22 = 9
- 23 = 1 02 -1
- 24 = 15 01 26
- 25 = 16 01 26
- 26 = 45
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

**PART D:**

- 11 = 20
- 20 = OTHER
- 21 = 7 1 6
- 22 = 11
- 23 = 3 02 -3
- 24 = 24 01 32
- 25 = 21 01 35
- 26 = 70
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

**SCORING GUIDE: PAGES 3 & 4**

Categories are listed below.

**PAGE 3:**

- 11 = 10
- 20 = OTHER
- 21 = 2 & 9
- 22 = 11
- 23 = 7 OR -1
- 24 = 9 OR 21
- 25 = 16 OR 20
- 26 = 29
- 27 = I DON'T KNOW.
- 30 = NO RESPONSE

**PAGE 4:**

- 11 = 42
- 20 = OTHER
- 21 = 6 & 7
- 22 = 13
- 23 = 1 OR -1
- 24 = 35 OR 49
- 25 = 36 OR 44
- 26 = 67
- 27 = I DON'T KNOW.
- 30 = NO RESPONSE

Which one of the following is the same as  $8 + 7$ ?

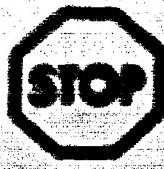
A 15

B  $8 \times 7$

C  $7 \times 7 \times 7 \times 7$

D 14

E I don't know.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RA47832

NAEP #: 5-A47832-92D-1

Content  
Objective: A. Number and Numeration

Process  
Objective: Knowledge

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap: 9  
Package-Exercise: 01-07

TOTAL TIME: (in seconds)  $\frac{9}{26}$

151

148

An army bus holds 36 soldiers. If 1128 soldiers are being bused to their training site, how many buses are needed?

**ANSWER** \_\_\_\_\_

0 0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0

152

149



**DO NOT CONTINUE  
UNTIL TOLD TO DO SO.**

Report #: RAN8221

NAEP #: 5-A48221-92D-2

Content  
Objective: A. Number and Numeration

Process  
Objective: Applications of Routine Problems

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{13}{10-37}$

TOTAL TIME: (in seconds)  $\frac{13}{-5}$

153

150

5-A48221-92D-2  
SCORING GUIDE

Categories are listed below.

- 1 = 32 BUSES OR 32
- 0 = OTHER
- 1 = 31.333, 31 1/3, 31 x 12 OR ATTEMPTED  $36/1128$
- 2 = .0319148 OR OTHER DECIMAL PLACEMENT OR ATTEMPTED  $1128/36$
- 3 = 1164 OR ATTEMPTED  $1128 + 36$
- 4 = 1092 OR ATTEMPTED  $1128 - 36$
- 5 = 31
- 6 = 40,608 OR ATTEMPTED  $1128 \times 36$
- 7 = I DON'T KNOW.
- 8 = NO RESPONSE

An army bus holds 36 soldiers. If 1128 soldiers are being bused to their training site, how many buses are needed?

**ANSWER**

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0000000000  
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0000000000

155

152



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

**Report #: RA48221K**

**NAEP #: S-A18221K-92D-23**

**Content  
Objective:** F. Technology

**Process  
Objective:** Hand Held Calculator

**Exercise Type:** Open-ended  
**Stimulus Type:** Text/Tape

**Overlap:  
Package-Exercise:**  $\frac{11}{11-10} = \frac{17}{14-10}$

**TOTAL TIME: (in seconds)**  $\frac{11}{45} = \frac{17}{35}$

**156**

**153**

S-A48221K92D-2,3

**SCORING GUIDE**

**Categories are listed below.**

- 1 = 32 WORKS OR 32**
- 0 = OTHER**
- 1 = 31.333, 31 1/3, 31 R 13 OR ATTEMPTED 36/1128**
- 2 = .0319148 OR OTHER DECIMAL PLACEMENT OR ATTEMPTED 1128/36**
- 3 = 1164 OR ATTEMPTED 1128 + 36**
- 4 = 1092 OR ATTEMPTED 1128 - 36**
- 5 = 31**
- 6 = 40,608 OR ATTEMPTED 1128 X 36**
- 7 = I DON'T KNOW.**
- 8 = NO RESPONSE**

Which one of the following numbers is GREATER than  $\frac{1}{3}$  but LESS than  $\frac{3}{4}$ ?

- A  $\frac{1}{5}$
- B  $\frac{1}{4}$
- C  $\frac{1}{2}$
- D  $\frac{3}{5}$

E I don't know.

0000000000

LAURENCE  
LCM8833

158



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

155

Report #: 8851932

MEP #: 5-E2002-120-23

Content  
Objectives: 4. Number and Numeration

Process  
Objectives: Knowledge

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{13}{60-62}$   $\frac{17}{71-72}$

TOTAL TIME: (in seconds)  $\frac{13}{60}$   $\frac{17}{75}$

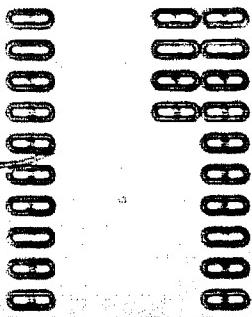
159

156

Arrange the given numbers from LEAST to GREATEST.

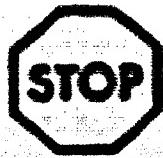
0.07, 0.4, 0.23, 0.009, 0.1

LEAST —————— GREATEST



160

157



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 4452132

SAEP #: 5-452132-929-23

Content  
Objective: A. Number and Operations

Process  
Objective: Knowledge

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Package-Generator:  $\frac{12}{12-17}$   $\frac{17}{27-24}$

TOTAL TIME: (in seconds)  $\frac{13}{29}$   $\frac{17}{30}$

161

150

5-AS2132-92B-1,3  
**SCORING GUIDE**

**Categories are listed below.**

- 11 = .009, .07, .1, .23, .4**
- 20 = OTHER**
- 21 = .009, .23, .07, .4, .1**
- 22 = .009, .07, .23, .4, .1**
- 23 = .1, .4, .009, .23, .009**
- 24 = .1, .4, .009, .009, .23**
- 25 = .23, .009, .07, .4, .1**
- 26 = .4, .23, .1, .07, .009**
- 27 = .009, .07, .23, .1, .4**
- 28 = .009, .07, .1, .4, .23**
- 77 = I DON'T KNOW.**
- 88 = NO RESPONSE**

The answers are the numbers

-3, -2, -1, 0, 1, 2, 3, ...

If  $a$  and  $b$  are integers, then

A.  $a \times b$  is an integer.

Always   Sometimes   Never   I don't know.

B.  $a + b$  is an integer.

Always   Sometimes   Never   I don't know.

C.  $a \cdot b$  is an integer.

Always   Sometimes   Never   I don't know.

D.  $a \div b$  is an integer.

Always   Sometimes   Never   I don't know.

0 0 0 0 0 0 0 0

163



DO NOT CONTINUE  
UNTIL TOLD TO DO SO

160

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Scanned by SP2-000-23

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#### REFERENCES AND NOTES

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#### **REFERENCES**

10

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**JASON BOUGHT 3 BOXES OF PENCILS. WHAT ELSE DO YOU NEED TO KNOW TO FIND OUT HOW MANY PENCILS HE BOUGHT?**

**ANSWER** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

000.000.000.000

000.000.000.000



**DO NOT CONTINUE  
UNTIL TOLD TO DO SO.**

162

Report #: RA70443

NAEP #: 5-A70443-92D-12

Content  
Objective: A. Number and Numeration

Process  
Objective: Understanding

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{9}{04-21}$

TOTAL TIME: (in seconds)  $\frac{9}{32}$

166

165

5-A70443-92D-1  
SCORING GUIDE

Categories are listed below.

- 11 = NEED TO KNOW HOW MANY PENCILS IN A BOX
- 20 = OTHER
- 21 = HOW MANY PENCILS, HOW MANY, HOW MANY IN THE BOXES
- 22 = HOW MUCH THEY COST, HOW MUCH MONEY, ETC.
- 23 = COUNT THEM
- 24 = NAMES AN OPERATION: DIVIDE, SUBTRACT, ETC.
- 25 = 3, THREE AND OTHER NUMERIC ANSWERS
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

**Ms. Robinson spent \$2.48 on stamps. She bought some 10¢ stamps and some 16¢ stamps. If she bought 23 stamps, how many 10¢ and 16¢ stamps did she get?**

**ANSWER** \_\_\_\_\_ = 10¢ stamps

10¢ stamps

**16¢ stamps**

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The diagram consists of two columns of ten small circles each. The left column is labeled '(1)' at the top and has a horizontal dashed line through its middle. The right column is labeled '(2)' at the top and also has a horizontal dashed line through its middle.

168

165



**DO NOT CONTINUE  
UNTIL TOLD TO DO SO.**

Report #: PAT1443

NAEP #: 5-471443-92D-23

Content Objective: A. Number and Numeration

Process Objective: Applications of Routine Problems

Exercise Type: Open-ended

Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{11}{12-07}$   $\frac{17}{13-29}$

TOTAL TIME: (in seconds)  $\frac{11}{105}$   $\frac{17}{86}$

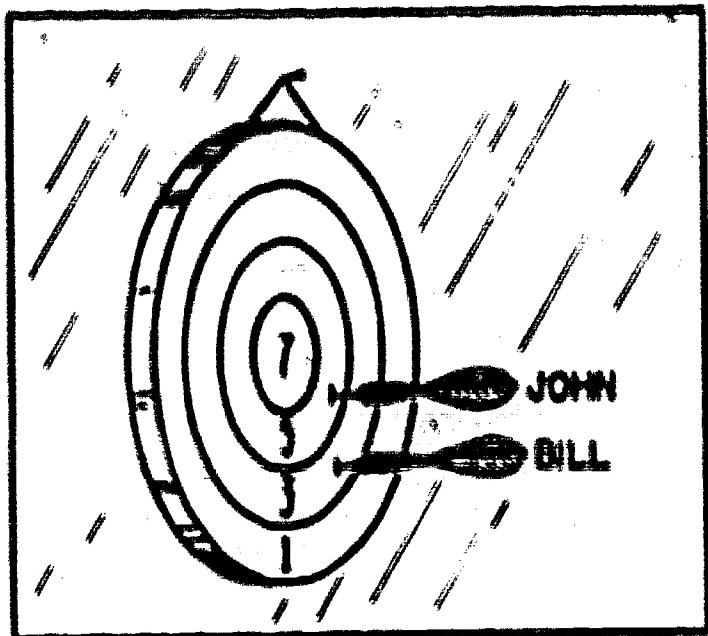
169

166

5-A71443-92D-2,3  
**SCORING GUIDE**

Categories are listed below.

- 11 = 20--10¢ AND 3--16¢ STAMPS WITH NO CORRECT EQUATIONS, AND NO CORRECT PAIR OF EQUATIONS
- 12 = 20--10¢ STAMPS AND 3--16¢ STAMPS WITH INDICATION OF  $3 \times 16$  OR  $16 + 16 + 16$
- 13 = 20--10¢ STAMPS AND 3--16¢ STAMPS WITH A CORRECT EQUATION; I.E.,  
 $10x + (23 - x)16 = 248$ ,  $10(23 - x) + 16x = 248$  OR EQUIVALENT,  
OR A CORRECT PAIR OF EQUATIONS SUCH AS  $10x + 16y = 248$  AND  
 $x + y = 23$  OR EQUIVALENT
- 20 = OTHER
- 21 = 12--10¢ STAMPS AND 0--16¢ STAMPS; OR 4--10¢ STAMPS AND 13--16¢ STAMPS.
- 22 = THE SUM OF THE 10¢ AND 16¢ STAMPS IS 23 (EXCEPT FOR CATEGORIES 11, 12 OR 13); 11--10¢ STAMPS AND 12--16¢ STAMPS; 13--10¢ STAMPS AND 10--16¢ STAMPS
- 23 = WROTE  $10x + 16y = 248$  OR EQUIVALENT WITH NO OR WRONG ANSWER OR  
 $x + y = 23$  OR EQUIVALENT WITH NO OR WRONG ANSWER
- 24 = WROTE CORRECT NUMBERS IN WRONG LINES. 3--10¢ STAMPS AND  
20--16¢ STAMPS
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE



**John threw a dart that landed in the 5 area. Bill threw a dart that landed in the 3 area. Each boy has one more dart to throw. It is now John's turn. Where are the possible places that John can throw his dart so that Bill cannot tie or beat him?**

- In the 7 area only
- In the 7 or in the 5 area only
- In the 7, in the 5, or in the 3 area
- John can't be sure to win after his throw. He has to wait until Bill throws his dart.
- I don't know.



**DO NOT CONTINUE  
UNTIL TOLD TO DO SO.**

Report #: **RAT2043**

NAEP #: **S-A72043-920-12**

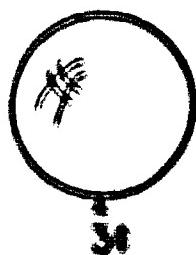
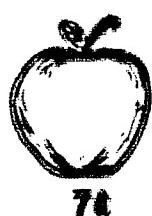
Content  
Objectives: **A. Number and Numeration**

Process  
Objectives: **Applications of Non-Routine Problems**

Exercise Type: **Multiple-choice**  
Stimulus Type: **Test/Tape**

Overlap:  
Package-Exercise:  $\frac{9}{63-17}$        $\frac{13}{68-20}$

**TOTAL TIME: (in seconds)**       $\frac{9}{94}$        $\frac{13}{69}$



Joyce has 50¢. Which of the following can she buy?

- 3 candy bars and a pencil
- 4 ice cream cones and a candy bar
- 5 apples and 3 balloons
- 3 apples and 3 ice cream cones
  
- I don't know.

0000000000

173



170

DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RA80944  
NAEP #: S-A 80944-92D-12  
  
Content  
Objectives: A. Number and Numeration  
  
Process  
Objective: Applications of Routine Problems  
  
Exercise Type: Multiple-choice  
Stimulus Type: Test/Tape  
  
Overlap:  
Picture-Exercise:       $\frac{9}{92-65}$        $\frac{13}{66-12}$   
  
TOTAL TIME: (in seconds)       $\frac{9}{79}$        $\frac{13}{64}$

Suppose you want to bake some cakes for a party. Two cake recipes require the following amounts of flour:

Pineapple Swirl Cake

$2\frac{1}{2}$  cups flour

Chocolate Velvet Cake

$2\frac{1}{2}$  cups flour

How much flour will be needed to make three Pineapple Swirl Cakes and two Chocolate Velvet Cakes?

4  $\frac{1}{2}$

7

10  $\frac{2}{3}$

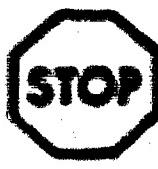
12

12  $\frac{1}{2}$

I don't know.

0000000000

175



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

172

Report #: M20102

MID #: S-A-01042-020-23

Content  
Objective: A. Number and Numeration

Instructional  
Objective: Applications of routine problem

Exercise Type: Multiple-Choice  
Standard Type: Test/Type

Overlap:  
Percentage Correct:  $\frac{13}{22} = \frac{17}{33}$

TOTAL TIME: (in seconds)  $\frac{13}{31} = \frac{17}{39}$

176

173

| Bank Statement |        | Statement of Account |             |
|----------------|--------|----------------------|-------------|
| Date           | Debits | Credits              | Net Balance |
| 8/1            | \$2.00 | \$2.00               | \$14.44     |
| 8/2            | \$1.00 | \$1.00               | \$14.44     |
| 8/3            | \$1.00 | \$1.00               | \$14.44     |
| 8/4            | \$1.00 | \$1.00               | \$14.44     |
| 8/5            | \$1.00 | \$1.00               | \$14.44     |
| 8/6            | \$1.00 | \$1.00               | \$14.44     |
| 8/7            | \$1.00 | \$1.00               | \$14.44     |
| 8/8            | \$1.00 | \$1.00               | \$14.44     |
| 8/9            | \$1.00 | \$1.00               | \$14.44     |
| 8/10           | \$1.00 | \$1.00               | \$14.44     |
| 8/11           | \$1.00 | \$1.00               | \$14.44     |
| 8/12           | \$1.00 | \$1.00               | \$14.44     |
| 8/13           | \$1.00 | \$1.00               | \$14.44     |
| 8/14           | \$1.00 | \$1.00               | \$14.44     |
| 8/15           | \$1.00 | \$1.00               | \$14.44     |
| 8/16           | \$1.00 | \$1.00               | \$14.44     |
| 8/17           | \$1.00 | \$1.00               | \$14.44     |
| 8/18           | \$1.00 | \$1.00               | \$14.44     |
| 8/19           | \$1.00 | \$1.00               | \$14.44     |
| 8/20           | \$1.00 | \$1.00               | \$14.44     |
| 8/21           | \$1.00 | \$1.00               | \$14.44     |
| 8/22           | \$1.00 | \$1.00               | \$14.44     |
| 8/23           | \$1.00 | \$1.00               | \$14.44     |
| 8/24           | \$1.00 | \$1.00               | \$14.44     |
| 8/25           | \$1.00 | \$1.00               | \$14.44     |
| 8/26           | \$1.00 | \$1.00               | \$14.44     |
| 8/27           | \$1.00 | \$1.00               | \$14.44     |
| 8/28           | \$1.00 | \$1.00               | \$14.44     |
| 8/29           | \$1.00 | \$1.00               | \$14.44     |
| 8/30           | \$1.00 | \$1.00               | \$14.44     |
| 8/31           | \$1.00 | \$1.00               | \$14.44     |
|                |        |                      | \$14.44     |

A. How much money does T. T. Movivision probably have in their account?

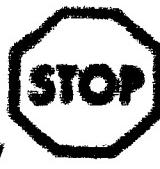
- \$ 80.51
- \$175.00
- \$643.12
- \$636.61

I don't know.

B. What is the total amount of debits this month?

- \$ 80.51
- \$175.00
- \$643.12
- \$637.61

177



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

0000000000000000

I don't know.

177

Report #: 04-00114

MED #: 04-00114-02202

Officer  
Objectives: C. PROBATION AND PAROLE

Officer  
Objective: SHOT

Officer Type: Probation Officer  
Officer Type: Prob/Parole

Officer Type: Probation Officer  
Officer Type: Prob/Parole

Total Days (in seconds)  $\frac{17}{30}$

Linda's new bike cost \$159.99 and the sales tax was 5%. How much did she pay including tax?

- \$164.99
  - \$167.99
  - \$172.98
  - \$177.99
- 
- I don't know.

000000000000



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

179

176

Report #: RA91944

NAEP #: 5-A91944-92D-3

Content Objective: A. Number and Numeration

Process Objective: Applications of Routine Problems

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{17}{11-09}$

TOTAL TIME: (in seconds)  $\frac{17}{69}$

180

177

Use the sales tax collection chart on the opposite page to find the amount of tax to be added to the following sales transactions. Write the tax amount on the blank line next to each transaction.

| <u>Transaction</u> | <u>Tax</u> |
|--------------------|------------|
| A. \$ 90           | _____      |
| B. \$ 6.89         | _____      |
| C. \$12.35         | _____      |
| D. \$ 6.00         | _____      |
| E. \$ 8.57         | _____      |

(Continued)

### SALES TAX COLLECTION CHART

| Amount of Sale   | Total  |
|------------------|--------|
| \$ .01 to \$ .18 | \$ .00 |
| .19 to .31       | .03    |
| .52 to .64       | .06    |
| .85 to 1.18      | .09    |
| 1.19 to 1.51     | .12    |
| 1.52 to 1.84     | .15    |
| 1.85 to 2.18     | .18    |
| 2.19 to 2.51     | .21    |
| 2.52 to 2.84     | .24    |
| 2.85 to 3.18     | .27    |
| 3.19 to 3.51     | .30    |
| 3.52 to 3.84     | .33    |
| 3.85 to 4.18     | .36    |
| 4.19 to 4.51     | .39    |
| 4.52 to 4.84     | .42    |
| 4.85 to 5.18     | .45    |
|                  |        |

| Amount of Sale  | Total  |
|-----------------|--------|
| \$ 5.19 to 5.51 | \$ .48 |
| 5.52 to 5.84    | .51    |
| 5.85 to 6.18    | .54    |
| 6.19 to 6.51    | .57    |
| 6.52 to 6.84    | .60    |
| 6.85 to 7.18    | .63    |
| 7.19 to 7.51    | .66    |
| 7.52 to 7.84    | .69    |
| 7.85 to 8.18    | .72    |
| 8.19 to 8.51    | .75    |
| 8.52 to 8.84    | .78    |
| 8.85 to 9.18    | .81    |
| 9.19 to 9.51    | .84    |
| 9.52 to 9.84    | .87    |
| 9.85 to 10.18   | .90    |
|                 |        |



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 2A94123

NAEP #: S-P00001-A30-23

Content  
Objective: E. Probability and Statistics

Process  
Objective: Skill

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{13}{12-1}$   $\frac{17}{12-06}$

TOTAL TIME: (in seconds)  $\frac{13}{152}$   $\frac{17}{148}$

183

180

1981-82 T1241 81206  
1977-78 T0340 81104  
1972-73 T0326 81113

S-A94123-43D-2,3  
S-P00001-2,3

SCORING GUIDE: PARTS A & B

Categories are listed below.

PART A:

- 11 = .09
- 12 = .09
- 13 = .90
- 15 = .99, .99 OR .99%
- 20 = OTHER
- 21 = .9, .09¢ OR .09
- 23 = .99
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

PART B:

- 11 = .63
- 12 = .63
- 13 = .63¢
- 15 = .87.52, 7.52 OR 752¢
- 20 = OTHER
- 21 = .63 OR .63¢
- 23 = .752
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

**SCORING GUIDES: PARTS C & D**

Categories are listed below.

**PART C:**

- 11 = 11.11
- 12 = 1.11
- 13 = 111%
- 14 = 31.08, 1.08, OR 100%
- 15 = 313.63, 313.66, 13.63, 13.66, 3343¢ OR 3346¢
- 20 = OTHER
- 21 = 111 OR 51.11%
- 22 = 100 OR 1.00%
- 23 = 1343 OR 1346
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

**PART D:**

- 11 = 3.54
- 12 = .54
- 13 = 54¢
- 15 = 36.54, 6.54 OR 654¢
- 20 = OTHER
- 21 = 54 OR 1.54¢
- 23 = 654
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

5-194133  
5-P00001  
PART 5

**SCORING GUIDE: PART 5**

Categories are listed below.

**PART 5:**

11 = 1.01

12 = ..01

13 = .01

15 = 35.70, 9.72 OR 97.84

30 = OTHER

31 = "01 OR 1.01

33 = 97.8

77 = I DON'T KNOW.

88 = NO RESPONSE

Which one of the following is a quadratic equation?

- $3x^4 + 4x^2 = 0$
- $x^2 + 7x + 9 = 0$
- $3x + 4y = 0$
- $3x + 46 = 17$
- I don't know.

8000000000

187

184



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 4040211

REF #: 5-010211-020-3

Content

Objectives:

B. READING AND MEDIATION

Format

Objectives:

Read Aloud

Exercise Type:

Multiple-choice

Scoring Type:

Text/Tape

Obj 1:

Paraphrase (true)

15

15

TOTAL TIME: (in seconds)

55

15

195

185

$$44 \times 9 \div 6 \times 2$$

Solve this equation for x.

ANSWER

0 0 0 0 0 0 0 0

0 0 0 0 0 0 0 0

159

186



DO NOT CONINUE  
UNTIL TOLD TO DO SO.



5-B22325-200-3  
SCHEM 69B

QUESTION AND ANSWER.

1 \* I =  $\frac{C+2}{2}$ , (C + 2 = 0) DIVIDES OF 4 OR EQUIVALENT

0 \* sum

1 \* PARTIAL INEQUALITY, ONLY THE 2011. FOR PRIMES SINCE 45:  
 $I = \frac{C+2}{2} = \frac{C+2}{2}, 45 + C + 2 = 2 \text{ OR } 45 + 2 = C + 2$

2 \* C OR I = 2

3 \* 1 OR I = 1

4 \*  $\frac{C+2}{2}$

5 \* C + 2 = 2/1 = 2 OR -2/1 = C + 2 = 1

7 \* I DON'T KNOW.

9 \* NO EXERCISE

It is a good idea to practice this skill, which is useful for several reasons.

**ANSWER**

00000000  
00000000  
00000000  
00000000  
00000000

192

100



DO NOT CONTINUE  
UNTIL TOLD TO DO SO

Report #: RB23025

NAEP #: 5-H11025-43D-23

Content  
Objective: B. Variables and Relationships

Process  
Objective: Skill in Manipulating

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

|                          |          |          |
|--------------------------|----------|----------|
| Overlap:                 | 13       | 17       |
| Package-Exercise:        | 09-40    | 11-04    |
| TOTAL TIME: (in seconds) | 13<br>62 | 17<br>59 |

193

190

1981-82 T0940 S1104  
1977-78 T0202 S0139  
1972-73 T0208 S0125

5-B23025-43D-2,3  
5-H11025-2,3  
SCORING GUIDE

Categories are listed below.

- 11 = 6
- 12 = 6 OR LARGER, 6 OR GREATER
- 20 = OTHER,  $(6 + 3)$  OR  $9 + 3 = 12$
- 21 = (6, 7, 8, 9,...), 6, 7,..., 6..., 6 OR 7
- 22 = 9, 9 OR MORE, (9, 10, 11,...) OR 9, 10, 11...
- 23 = 7, (7, 8, 9...) OR 7, 8, 9...
- 24 = 12, 12 OR MORE, (12, 13,...) OR 12, 13, 14...
- 25 = 3, 3 OR MORE OR (3, 4, 5...)
- 26 = NUMBER GREATER THAN SIX OTHER THAN CATEGORIES 22, 23 OR 24
- 27 = GREATER THAN 6
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

191

Dick drove his parents' car from his house to his grandfather's farm at 40 mph. He returned by bicycle at 8 mph. If the entire trip took 3 hours, how far is it from his house to his grandfather's farm?

ANSWER \_\_\_\_\_

0 0 0 0 0 0 0 0 0

0 0 0 0 0 0 0 0 0  
0 0 0 0 0 0 0 0 0

195



192

DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 825142

NAEP #: 5-825142-92D-3

Content  
Objective: B. Variables and Relationships

Process  
Objective: Applications of Routine Problems

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{17}{07-20}$

TOTAL TIME: (in seconds)  $\frac{17}{108}$

196

193

5-325142-92D-3  
SCORING GUIDE

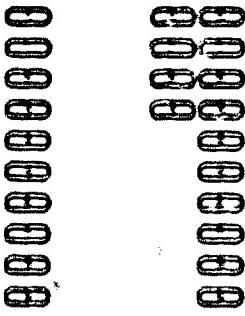
Categories are listed below.

- 21 = 20 MILES OR 20
- 20 = OTHER
- 21 = 60 OR 12
- 22 = 120 OR ATTEMPTED  $40 \times 3$
- 23 = 24 OR ATTEMPTED  $8 \times 3$
- 24 = 48, 51 OR ATTEMPTED  $40 + 8$  OR  $40 + 8 + 3$
- 25 = 5 OR ATTEMPTED 40 DIVIDED BY 8
- 26 = 144 OR ATTEMPTED  $(40 + 8) \times 3$
- 27 = WROTE ONE OF THE FOLLOWING EQUATIONS:  $x = 40y$ ,  $x = 8(3 - y)$ ,  $x + y = 3$ ,  $40x = 8y$ , OR OTHER INCORRECT EQUATIONS
- 28 = WROTE CORRECT EQUATION OR PAIR OF EQUATIONS WITH NO OR WRONG ANSWER; E.G.,  $\frac{x}{40} + \frac{y}{8} = 3$ ,  $x = 40y$  AND  $x = 8(3 - y)$ ,  
 $x + y = 3$  AND  $40x = 8y$ ,  $40x = 8(3 - y)$  OR  $40(3 - y) = 8x$
- 29 =  $1\frac{1}{2}$ ,  $2\frac{1}{2}$ ,  $1\frac{1}{2}$  AND  $2\frac{1}{2}$  WITH NO WORK OR WORK OTHER THAN CATEGORY 28
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

$$144 = \square + 8$$

What number should go in the  to make this number sentence TRUE?

**ANSWER** \_\_\_\_\_



195



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

195

**Report #: R25625**

**NAEP #: S-225625-92D-2**

**Content  
Objectives:** *B. Variables and Relationships*

**Process  
Objectives:** *Skill in Manipulating*

**Exercise Type:** Open-ended  
**Stimulus Type:** Text/Tape

**Overlap:  
Package-Exercise:**  $\frac{11}{11-31}$

**TOTAL TIME: (in seconds)**  $\frac{13}{29}$

1981-82 71331  
1977-78 20921

S-B25625-92D-2

SCORING GUIDE

Categories are listed below.

11 = 10

20 = OTHER

21 = ATTEMPTED 144 DIVIDED BY 8 WITH NO OR WRONG ANSWER

22 = 1152 OR ATTEMPTED 144 X 8

23 = 152 OR ATTEMPTED 144 + 8

24 = 136 OR ATTEMPTED 144 - 8

77 = I DON'T KNOW.

88 = NO RESPONSE

200  
197

A.  $\frac{x^3}{x^6} =$

A.  $x^9$

B.  $x^{12}$

C.  $x^{24}$

D.  $x^6$

E.  $12x$

F.  $35x$

G. I don't know.

B.  $\frac{x^3}{x^{10}} =$

A.  $x^{-7}$

B.  $x^{-10}$

C.  $x^{20}$

D.  $x^{26}$

E.  $\frac{1}{x^7}$

F.  $\frac{1}{x^{13}}$

G. I don't know.

8 8 8 8 8 8 8 8 8 8



DO NOT CONTINUE  
UNTIL TOLD TO DO SO

201

198

Report #: 9830125

NADP #: 5-030125-920-3

Content  
Objectives: B. Variables and Relationships

Process  
Objectives: Skill in Manipulating

Exercise Type: Multiple-choice  
Stimulus Type: Test/Type

Overlap:  
Package-Exercise:  $\frac{12}{34-27}$

TOTAL TIME: (in seconds)  $\frac{12}{32}$

242

199

|   |   |
|---|---|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

Which rule fits this table?

- A  $b = (3 + 4) \times 3$
- B  $b = (2 + 4) \times 3$
- C  $b = (3 + 4) \times 2$
- D  $b = (2 + 4) \times 4$
- E I don't know.



DO NOT CONTINUE  
TILL TOLD TO DO SO

2y3  
200

Page No:

Date:

Page No:

Date:

Content

Objectives

Mr. M. Venkatesan and Mr. S. Ranganathan

Objectives

Objectives

Applications of Relative Pronouns

Syntax Type 1: Relative Clauses

Syntax Type 2: Relative Clauses

Relative Clauses

Relative Clauses

प्र० ३

प्र० ४

Relative Clauses (का अवधारणा)

प्र० ३

प्र० ४

291  
201

Which of the following numbers could be written in the form  $4m+3$  where m is a counting number?

- 25
- 28
- 31
- 80
- I don't know.

0000000000



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

205

202

Report #: RB40932

NAEP #: 5-B40932-92D-3

Content  
Objective: B. Variables and Relationships

Process  
Objective: Applications of Non-Routine Problems

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{17}{13-16}$

TOTAL TIME: (in seconds)  $\frac{17}{48}$

206

203

If  $y = \frac{5}{x}$ , what happens to y as x increases?

- y increases.
- y decreases.
- y remains the same.
  
- I don't know.

0000000000

207

204



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RB41832

NAEP #: 5-841832-92D-3

Content Objective: B. Variables and Relationships

Process Objective: Understanding

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{17}{09-15}$

TOTAL TIME: (in seconds)  $\frac{17}{34}$

208

205

In a coordinate plane a rectangle has vertices at the points  $(-2, 3)$ ,  $(-2, -2)$ ,  $(12, -2)$  and  $(12, 3)$ . What is the area of this rectangle?

- 38
- 50
- 70
- 84
- I don't know.

0000000000

200

206



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 8851223

NAEP #: 5-851223-920-3

Content  
Objective: B. Variables and Relationships

Process  
Objective: Applications of Routine Problems

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{17}{09-23}$

TOTAL TIME: (in seconds)  $\frac{17}{64}$

210  
207

Ed weighs more than Linda and is shorter than Peter. Peter weighs less than Linda and is also shorter than Linda.

A. Who is the tallest?

- Ed
- Peter
- Linda
- I don't know.

B. Who is the heaviest?

- Ed
- Peter
- Linda
- I don't know.

0000000000



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 5070246

NAEP #: Subtopic-D7S-2

Content  
Objectives: D. Variables and Relationships

Process  
Objectives: Application of Reasoning and Judgment

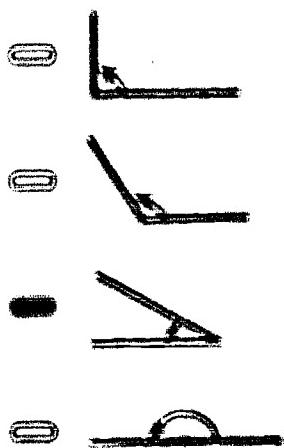
Exercise Type: Multiple choice  
Stimulus Type: Text type

Overlap:  
Package-Exercise:  $\frac{13}{7425}$

TOTAL TIME: (in seconds)  $\frac{13}{60}$

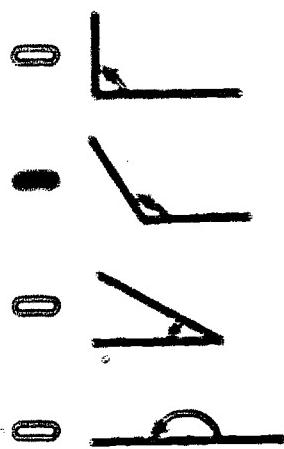
209 212

A. Which figure shows an acute angle?



I don't know.

B. Which figure shows an obtuse angle?



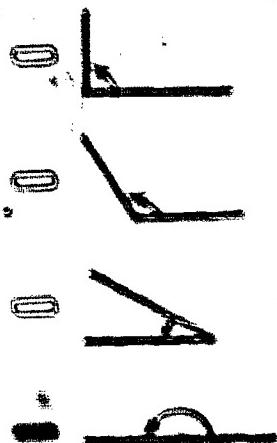
I don't know.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO

(Continued)

C. Which figure shows a straight angle?



I don't know.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO

Report #: 4010011

Step #: 5=10+11=92D=2

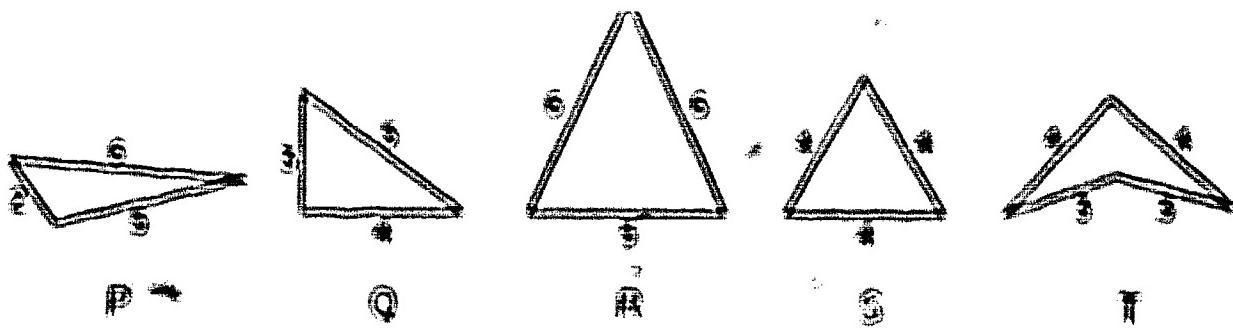
Content  
Objectives: C. Shape, Size and Position

Process  
Objectives: Draw shape

Exercise Type: Multiple-choice  
Stimulus Type: Test/Tape

Overall:  
Percentage correct:  $\frac{83}{100}=83\%$

TOTAL TIME: (in seconds)  $\frac{12}{30}$



Which figures show a right angle?

- Figures P and Q only
- Figures P, R and S only
- All of the figures
- All except Figure T
- I don't know

0000000000



DO NOT CROSS  
UNTIL WORD TO DO SO

216

213

ମେଲାମ୍ବାଦ ଶ୍ରୀ

ପାତାନ୍ତରିକା

ମେଲାମ୍ବାଦ

ପାତାନ୍ତରିକା

ମେଲାମ୍ବାଦ

ପାତାନ୍ତରିକା

ମେଲାମ୍ବାଦ

ପାତାନ୍ତରିକା

ମେଲାମ୍ବାଦ

ପାତାନ୍ତରିକା

ମେଲାମ୍ବାଦ

ପାତାନ୍ତରିକା

ମେଲାମ୍ବାଦ

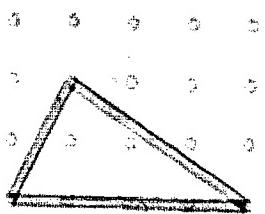
୧  
୩୫୯

୧  
୩୫୯

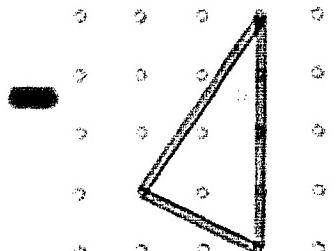
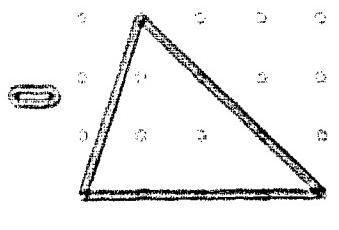
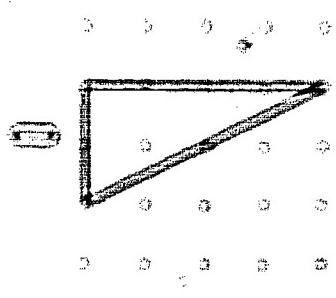
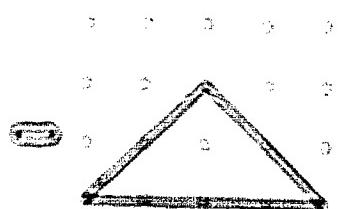
(ସମ୍ପର୍କ କାର୍ଡ)

୧  
୩୫୯

217  
214



Suppose you were to tile the floor example. On top of which square do you think  
would it fit best? Draw on the grid beside the triangle you choose.



I don't know.



DO NOT CONINUE  
UNTIL TOLD TO DO SO



Report #: RC20432

NAEP #: 5-C20432-92D-123

Content  
Objective: C. Shape, Size and Position

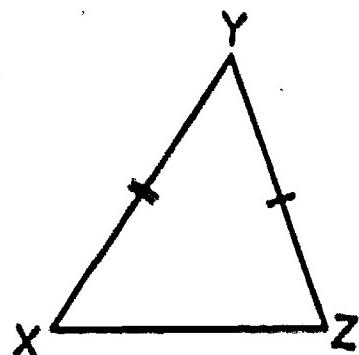
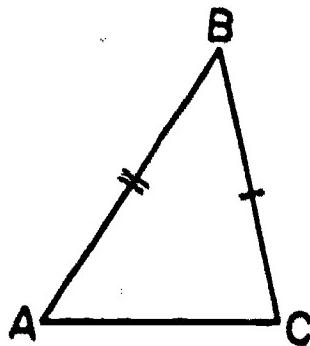
Process  
Objective: Skill in Manipulating

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{9}{04-27}$   $\frac{13}{08-16}$   $\frac{17}{09-28}$

TOTAL TIME: (in seconds)  $\frac{9}{41}$   $\frac{13}{31}$   $\frac{17}{28}$

In triangles ABC and XYZ, side  $\overline{AB}$  is congruent to side  $\overline{XY}$ , and side  $\overline{BC}$  is congruent to side  $\overline{YZ}$ . Which statement would NOT guarantee that the triangles are congruent?



- Angle A is congruent to angle X, and angle C is congruent to angle Z.
- Angle B is congruent to angle Y.
- Angle A is congruent to angle X.
- Side  $\overline{AC}$  is congruent to side  $\overline{XZ}$ .
- I don't know.

0000000000



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RC20932

NAEP #: 5-C20932-92D-23

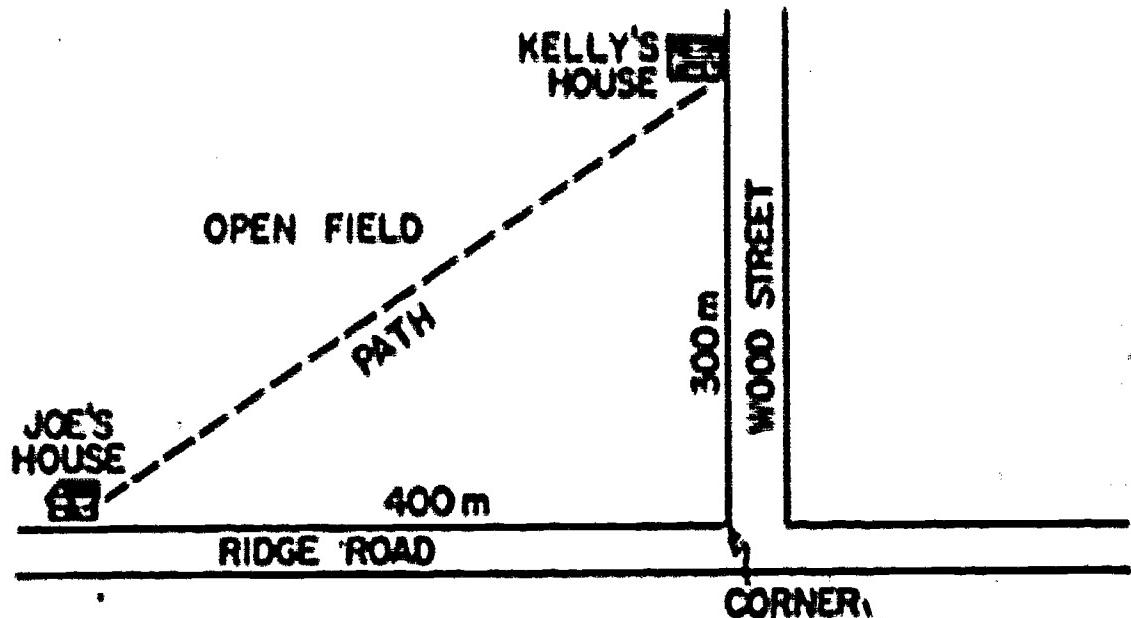
Content  
Objective: C. Shape, Size and Position

Process  
Objective: 3. Understanding

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:                    13                    17  
Package-Exercise:        13-07                    11-17

TOTAL TIME: (in seconds)        13                    17  
                                    72                      65



**Joe's house on Ridge Road is 400 meters from the corner of Ridge Road and Wood Street. Kelly's house is on Wood Street and is 300 meters from the same corner. When Joe goes to Kelly's house, he walks through the open field. How many meters does he walk?**

- 450
- 500
- 550
- 600
  
- I don't know.



**DO NOT CONTINUE  
UNTIL TOLD TO DO SO.**

Report #: RC40542

NAEP #: 5-C40542-92D-23

Content  
Objective: C. Shape, Size and Position

Process  
Objective: Applications of Routine Problems

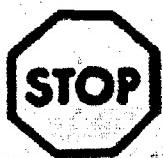
Exercise Type: Multiple-choice  
Stimulus Type: Test/Tape

Overlap:  
Package-Exercise:  $\frac{13}{07-15}$   $\frac{17}{07-13}$

TOTAL TIME: (in seconds)  $\frac{13}{59}$   $\frac{17}{59}$

An ALTITUDE of a triangle always

- bisects an angle.
- bisects a side.
- is perpendicular to a side or its extension.
- divides the triangle into two congruent triangles.
  
- I don't know.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

**Report #1**      **RC61111**

**NAEP #1**      **5-C61111-92D-3**

**Content  
Objective:**      **C. Shape, Size and Position**

**Process  
Objective:**      **Knowledge**

**Exercise Type:**      **Multiple-choice**  
**Stimulus Type:**      **Text/Tape**

**Overlap:  
Package-Exercise:**       $\frac{17}{12-23}$

**TOTAL TIME: (in seconds)**       $\frac{17}{20}$

Construct a line perpendicular to line  $\ell$  at point P. Use the ruler as a straightedge and the compass. Be sure to show your work.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

8888888888

8888888888

REPORT #: MC60024

MEP #: 5-C60024-32B-3

Content  
Objective: C. Shape, Size and Position

Process  
Objective: Skill in Manipulating

Exercise Type: Open-ended  
Stimulus Type: Test/Tape

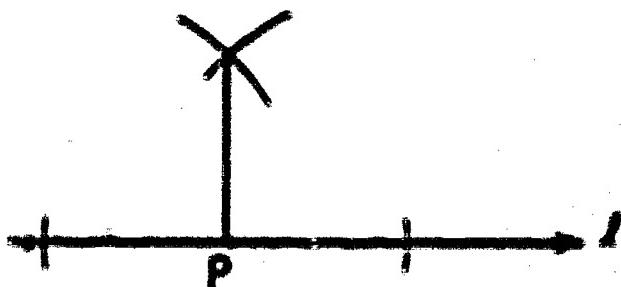
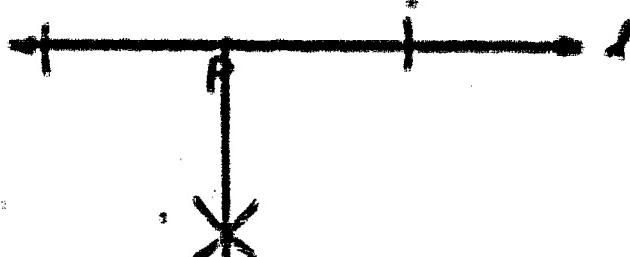
Overlap:  
Package-Excerpts:  $\frac{17}{10-34}$

TOTAL TIME: (in seconds)  $\frac{17}{61}$

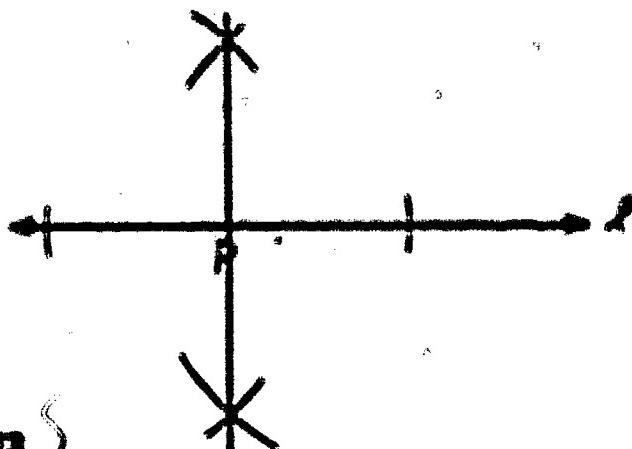
9-C60224-92D-3  
SCORING GUIDE

Categories are listed below.

- 1 = ARCS MUST BE EQUIVALENT FROM POINT P.

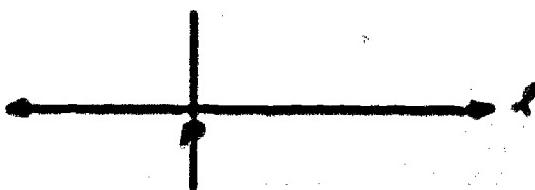
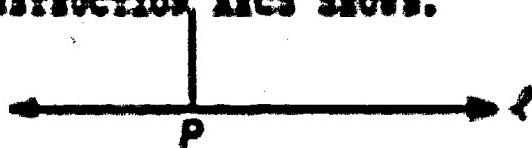


- 2 =



- 0 = OTHER

- 1 = DRAW A LINE APPEARING PERPENDICULAR TO L AT POINT P, WITH NO CONSTRUCTION ARCS SHOWN.



- 2 = DRAW EITHER A CIRCLE, SEMI-CIRCLE, QUARTER CIRCLE, OR OTHER PARTS WITH POINT P AS THE CENTER, OR WITH THE LINE END POINTS AS CENTERS. NO PARALLEL LINE.

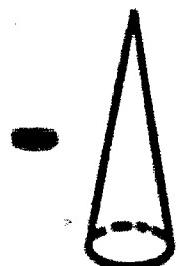
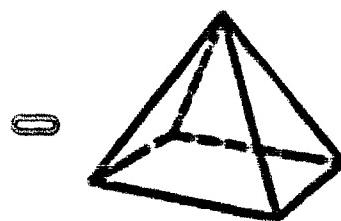
- 3 = CONSTRUCTED A PERPENDICULAR TO LINE L BUT NOT THROUGH POINT P. MOST LIKELY THE ARCS WILL BE CENTERED AT THE ENDS OF THE LINE SEGMENT.

- 7 = I DON'T KNOW.

- 6 = NO RESPONSE



Show above is the shape of a face obtained by cutting one of the solids below once. Which one of the following could NOT be the solid? Fill in the oval beside the one you choose.



- I don't know.

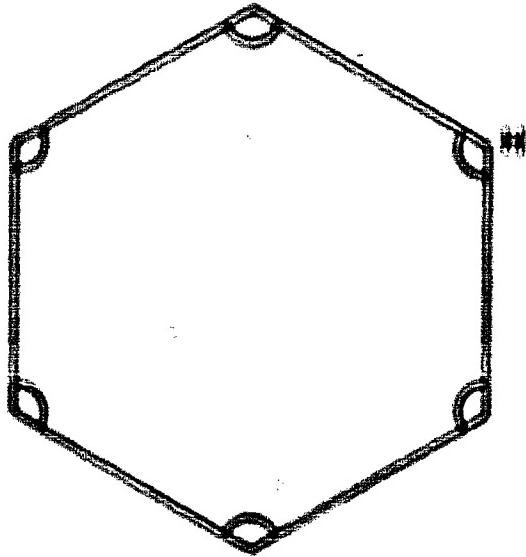


**DO NOT CONTINUE  
UNTIL TOLD TO DO SO.**

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Report #: 4071221  
Meet #: 3-27-2014-02D-23  
Content:  
Objective: C. Shape, Size and Position  
Procedure:  
Objective: Skill in Manipulation  
Procedure Type: Individual Selection  
Stimulus Type: Item/Topic  
Overlap:  
Procedure Objective:  $\frac{12}{33}$   $\frac{37}{56}$   
TOTAL TIME: (in seconds)  $\frac{12}{33}$   $\frac{37}{56}$

22230



The figure above is a regular hexagon. What is the measure of angle  $\angle B$ ?

- 60°
- 90°
- 115°
- 120°
- 150°

- I don't know.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO



**Sample #:** 4000016

**MAP #:** 2000012000023

**Category**

**Objectives**

C. Define, State and Illustrate

**Category**

**Objectives**

Application of Routine Procedure

**Category**

**Sub-objectives**

Multiplication

**Category**

**Procedure**

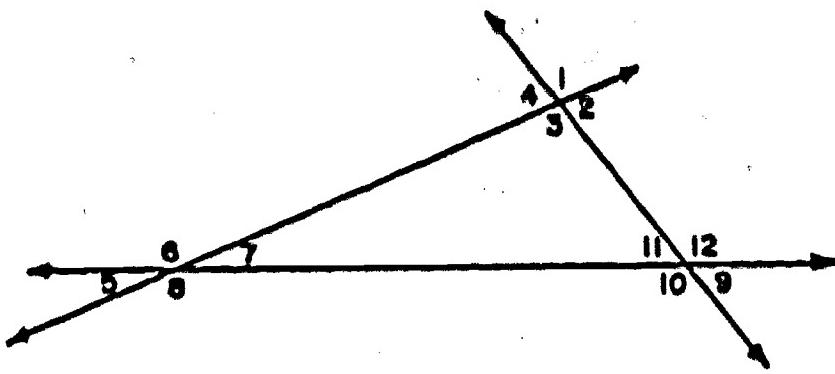
12

12

**Final Level (in seconds)**

43

47



What is the sum of the measures of angles 1, 3, 5, 7, 9, 11?

- 180°
- 360°
- 720°
- Not enough information given
  
- I don't know.

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DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RC81143

NAEP #: 5-C81143-92D-23

Content  
Objective: C. Shape, Size and Position

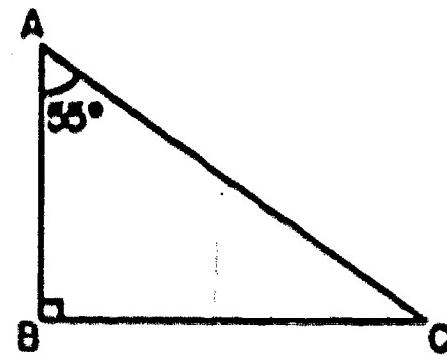
Process  
Objective: Applications of Routine Problems

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{13}{08-28}$   $\frac{17}{12-31}$

TOTAL TIME: (in seconds)  $\frac{13}{53}$   $\frac{17}{42}$

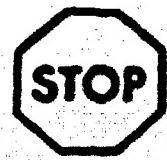
231 23.1



ABC is a right triangle. What is the measure of  $\angle ACB$ ?

- 35°
- 45°
- 55°
- 90°
- Not enough information given
- I don't know.

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DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

**Report #:**

**PC02132**

**NAEP #:**

**5-C02132-92D-2)**

**Content**

**Objective:** C. Shape, Size and Position

**Process**

**Objective:** Applications of Routine Problems

**Exercise Type:** Multiple-choice

**Stimulus Type:** Text/Tape

**Overlap:**

**Package-Exercise:**

**$\frac{13}{10-12}$**

**$\frac{17}{08-06}$**

**TOTAL TIME: (in seconds)**

**$\frac{13}{31}$**

**$\frac{17}{25}$**

A. How many pints are in one quart?

- 2
- 4
- 6
- 8

I don't know.

B. How many quarts are in one gallon?

- 2
- 4
- 6
- 8

I don't know.

C. How many ounces are in one pound?

- 10
- 12
- 16
- 24
- 32

I don't know.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

000000000000

D. How many feet are in one yard?

- 3
- 9
- 12
- 36
- I don't know.

E. How many inches are in one foot?

- 3
- 10
- 12
- 36
- I don't know.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 8911211

NAEP #: S-8911211-920-23

Content  
Objectives: D. Measurement

Process  
Objectives: Knowledge

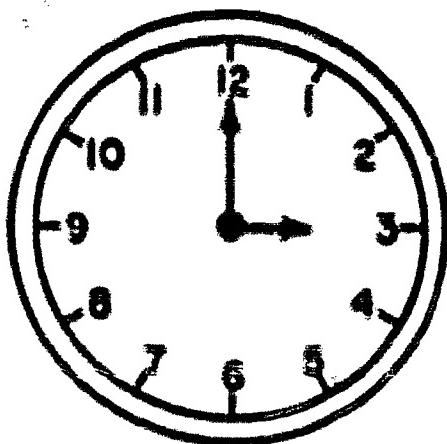
Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{13}{87=99}$   $\frac{17}{99=13}$

TOTAL TIME: (in seconds)  $\frac{11}{53}$   $\frac{17}{49}$

**What time is shown on each clock?**

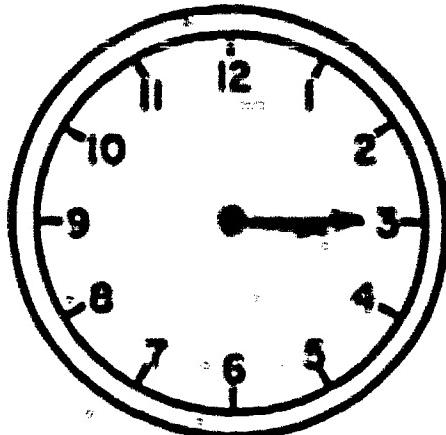
**A.**



- 12:00
- 12:03
- 2:00
- 2:12

I don't know.

**B.**



- 3:00
- 3:03
- 3:15
- 3:20

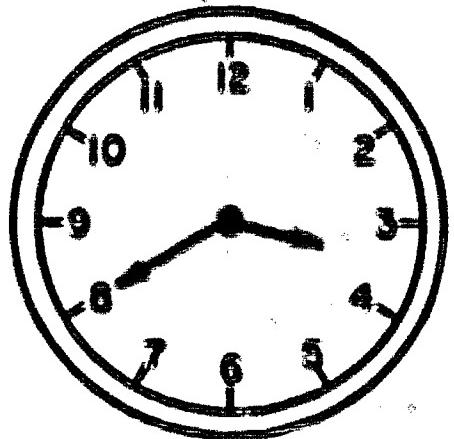
I don't know.



**DO NOT CONTINUE  
UNTIL TOLD TO DO SO.**

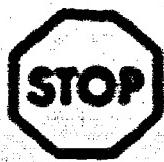
0000000000

C.



- 3:20
- 3:10
- 4:05
- 8:20

I don't know.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

238 2.11

3 891 440 840 8

Report #: 8921422

SLIP #: S-8921422-929-1

Content  
Objective: D. Measurement

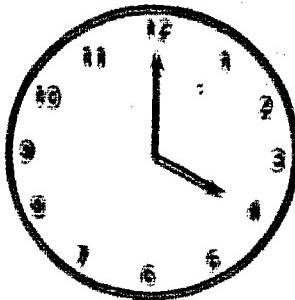
Process  
Objective: Skill

Exercise Type: Multiple-choice  
Stimulus Type: Test/Tape

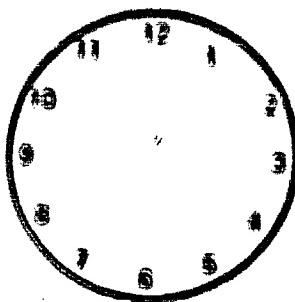
Overlap:  
Package-Exercise:  $\frac{9}{63-18}$

TOTAL TIME: (in seconds)  $\frac{3}{31}$

2.12  
239



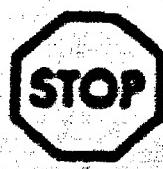
Draw hands on the clock below to show how it will look one hour and ten minutes later than the time shown on the clock above.



0000000000

0000000000

2:13



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

**Report #:** 102772

**MAP #:** 5-6 (H006-202)

**Content**

**Objective:** D. Measurement

**Process**

**Objective:** Skill

**Content Type:** Quantitative

**Process Type:** Part/Whole

**Overlap:**

**Percentage:** 0%

**Time:** (in seconds) 3

0  
100

3  
30

211  
200

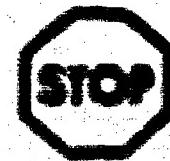
1982-83 NOV 2  
3-77-78 NOV 3  
1972-73 NOV 3

5-524721-4300-1  
5-524009-1  
**SCORING GUIDE**

**CATEGORIES AND LIMITS below.**

- 10 \* 5:10
- 20 \* 0:00
- 21 \* 2:05
- 22 \* 0:10 OR 2:20
- 23 \* 1:10 OR 2:05
- 24 \* 1:30 OR 6:05
- 25 \* 12:10 OR 2:00
- 26 \* INDIVIDUALABLE UNITS 5:10 OR 1:25
- 77 \* 3:00+9 MIN.
- 88 \* NO RESPONSE

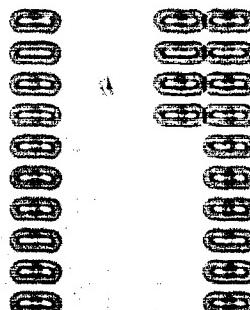
Now who would go down + take up more of your valuable time.



DO NOT CONTINUE  
TIL TOLD TO DO SO.

216

248



SEARCHED

Report #: RD30122

NAEP #: 5-D30122-92D-12

Content  
Objective: D. Measurement

Process  
Objective: Skill

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  $\frac{9}{05-34}$   $\frac{13}{10-41}$   
Package-Exercise:

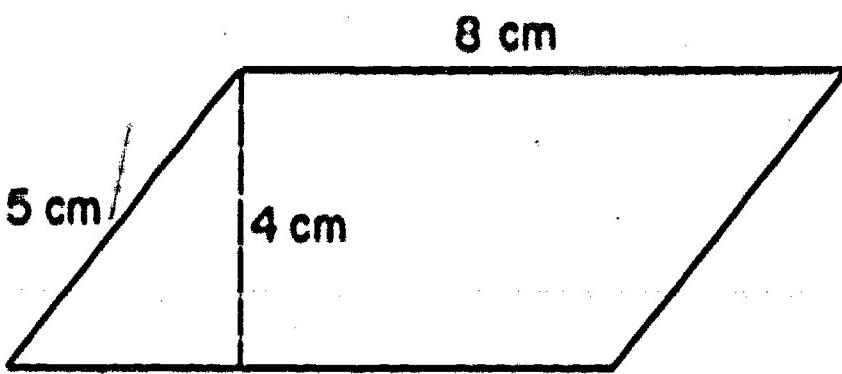
TOTAL TIME: (in seconds)  $\frac{9}{32}$   $\frac{13}{29}$

247

S-D30122-92D-1,2  
SCORING GUIDE

Categories are listed below.

- 11 = LINE SEGMENT 6.7 TO 7.3 CM LONG
- 20 = OTHER -- 6.4 OR ANY GEOMETRIC SHAPE
- 21 = LINE SEGMENT 6.5 TO 7.5 CM LONG OTHER THAN CATEGORY 11
- 22 = LINE SEGMENT 5.7 TO 6.3 CM LONG
- 23 = LINE SEGMENT 3.3 TO 3.7 INCLUDING 3.3 AND 3.7
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE



The dotted line is an altitude of the parallelogram. What is the area of the parallelogram?

ANSWER \_\_\_\_\_ square cm

0 0 0 0 0 0 0 0 0

0 0 0 0 0 0 0 0 0



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RD40722

NABP #: 5-040722-920-3

Content  
Objectives: D. Measurement

Process  
Objectives: Skill

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{17}{09-18}$

TOTAL TIME: (in seconds)  $\frac{17}{37}$

250

5-D40722-92D-3

**SCORING GUIDE**

**Categories are listed below.**

**11 = 32, 32 SQUARE CM OR CM<sup>2</sup>**

**20 = OTHER**

**21 = 16**

**22 = 17**

**23 = 26**

**24 = 30**

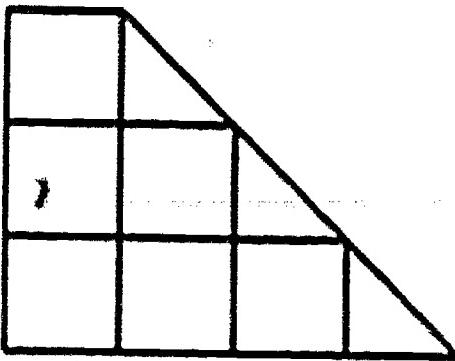
**25 = 40**

**26 = 160**

**27 = 20**

**77 = I DON'T KNOW.**

**88 = NO RESPONSE**



What is the area of this figure?

- 6 units
- $7\frac{1}{2}$  units
- $8\frac{1}{2}$  units
- 9 units
- 12 units
- I don't know.

0000000000

252

249



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

**Report #1** 8950132

**NIEP #1** 5-05013-929-23

**Content  
Objective:** D. Measurement

**Process  
Objective:** Skill

**Exercise Type:** Multiple-choice  
**Stimulus Type:** Text/Tape

|                                 |                    |                    |
|---------------------------------|--------------------|--------------------|
| <b>Overlap:</b>                 | <b>13</b>          | <b>17</b>          |
| <b>Package-Exercise:</b>        | $\frac{13}{67-13}$ | $\frac{17}{69-13}$ |
| <b>TOTAL TIME: (in seconds)</b> | <b>13</b>          | <b>17</b>          |
|                                 | $\frac{13}{27}$    | $\frac{17}{27}$    |

**253**  
**250**

The length of a table measured to the nearest inch is 42 inches. What does this mean about the length of the table?

- It is exactly 42 inches.
- It may be anywhere between 41 inches and 43 inches.
- It may be anywhere between  $41\frac{1}{2}$  inches and  $42\frac{1}{2}$  inches.
- I don't know.

0000000000

254

251



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: M270220

SLIP #: S-070232-929-3

Content  
Objective: D. Measurement

\* Process  
Objective: Understanding

Exercise Type: Multiple-choice  
Stimulus Type: Test/Tape

Overlap:  
Package-Exercise:  $\frac{17}{11-15}$

TOTAL TIME: (in seconds)  $\frac{17}{39}$

255

252

Mary plans to have a party on Thursday, three weeks from December 2nd. On what DATE does she plan to have it?

| DECEMBER |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    | 1  | 2  | 3  | 4  |
| 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 26       | 27 | 28 | 29 | 30 | 31 |    |

ANSWER \_\_\_\_\_

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00  
00  
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SEARCHED AND INDEXED

256

255



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 5098141

MEP #: 5-421013-A3D-123

Content  
Objective: D. Measurement

Process  
Objective: Skill

Exercise Type: Open-ended  
Stimulus Type: Test/Tape

Overlap:  
Package-Exercise:  $\frac{9}{69-12}$   $\frac{13}{67-63}$   $\frac{17}{10-81}$

TOTAL TIME: (in seconds)  $\frac{9}{34}$   $\frac{13}{39}$   $\frac{17}{39}$

1981-83 80312 70703 81007  
8377-79 80230 70341 80137  
8972-73 80535 70332 80121

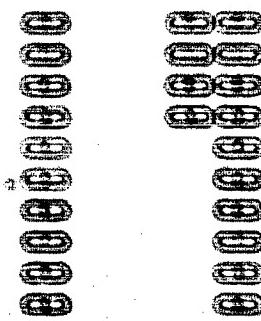
3-200141-130-1,2,3  
3-211013-1,2,3  
500335 01001

Categories are listed below.

- 11 • DECEMBER 22D, 2000 OR 21
- 20 • 02100
- 21 • THURSDAY
- 22 • DECEMBER 24, 2000 OR 24
- 23 • DECEMBER 16, 1999 OR 16
- 24 • NOVEMBER 11
- 77 • I DON'T KNOW.
- 80 • NO RESPONSE

A portion of a rectangular metal frame has a length of 600 square feet. How many square feet of copper wire would be needed to cover a rectangular area that is 120 feet long and 90 feet wide?

**ANSWER** \_\_\_\_\_



**DO NOT CONTINUE  
UNTIL TOLD TO DO SO**

Report #: 8104

Subject:

Date:

1990-01-26

Officer:

Officer Name:

Officer Name:

Procedure:

Procedure:

Report of the police officer

Reporting Date:

Reporting Date:

Reporting Date:

1990-01-26

Overall:

Overall Status:

Overall:

Overall:

Total Time (in minutes):

Total Time:

45

260

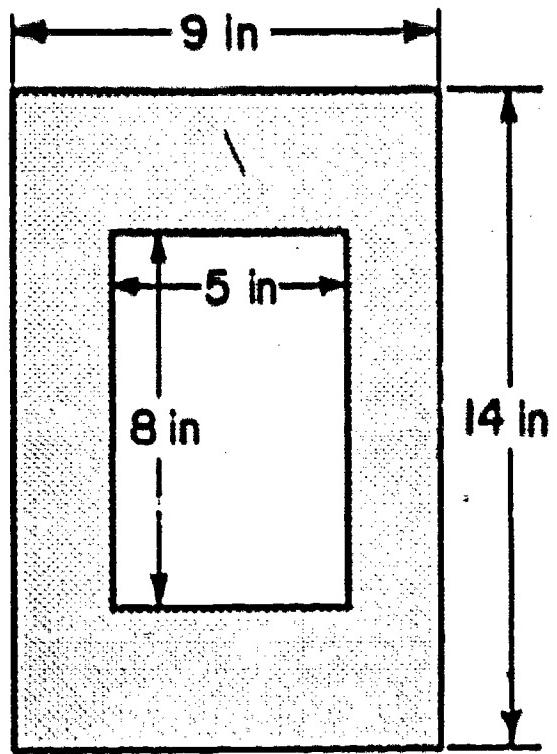
257

5-D91242-92D-3

SCORING GUIDE

Categories are listed below.

- 11 = 27 POUNDS, 27 LBS. OR 27
- 20 = OTHER
- 21 = 270 OR 2700 WITH OR WITHOUT UNITS (CATEGORY 26 TAKES PRECEDENCE)
- 22 = 10800 WITH OR WITHOUT UNITS OR ATTEMPTED  $120 \times 90$
- 23 = 190 WITH OR WITHOUT UNITS OR ATTEMPTED  $400 - (120 + 90)$
- 24 = 210 WITH OR WITHOUT UNITS OR ATTEMPTED  $120 + 90$
- 25 = 610 WITH OR WITHOUT UNITS OR ATTEMPTED  $400 + 120 + 90$
- 26 = 27 WITH WRONG UNIT OR ATTEMPTED  $(120 \times 90)$  DIVIDED BY 400 OR  $(12 \times 9)$  DIVIDED BY 4
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE



What is the area of the shaded part of the figure?

ANSWER \_\_\_\_\_ square in.

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AD41102-92D-2.3

259

262



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: RD91342

NAEP #: 5-D91342-92D-23

Content  
Objective: D. Measurement

Process  
Objective: Applications of Routine Problems

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{13}{09-17}$   $\frac{17}{07-23}$

TOTAL TIME: (in seconds)  $\frac{11}{44}$   $\frac{17}{43}$

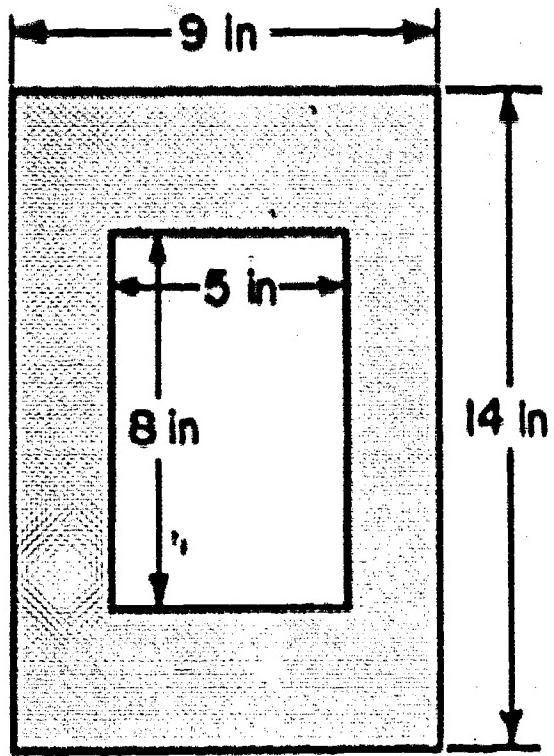
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260

5-091342-920-2,3  
SCORING GUIDE

Categories are listed below.

- 11 = 86 OR 86 SQ. IN.
- 20 = OTHER
- 21 = 126 OR ATTEMPTED  $9 \times 14$
- 22 = 40 OR ATTEMPTED  $5 \times 8$
- 23 = 166 OR ATTEMPTED  $(9 \times 14) + (5 \times 8)$
- 24 = 10, 20 OR ATTEMPTED TO FIND DIFFERENCE OF PERIMETERS OR SEMI-PERIMETERS
- 25 = 36, 72 OR ATTEMPTED TO FIND SUM OF PERIMETERS OR SEMI-PERIMETERS
- 26 = 24 OR ATTEMPTED  $4 \times 6$  OR  $(9 - 5) \times (14 - 8)$
- 27 = 46, 23 OR ATTEMPTED TO FIND PERIMETER OR SEMI-PERIMETER OF LARGE RECTANGLE; 13, 26 OR ATTEMPTED TO FIND PERIMETER OR SEMI-PERIMETER OF SMALL RECTANGLE
- 28 = 5040 OR ATTEMPTED  $9 \times 14 \times 5 \times 8$
- 29 = ATTEMPTED  $(9 \times 14) - (5 \times 8)$  WITH NO OR WRONG ANSWER
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE



What is the area of the shaded part of the figure?

ANSWER \_\_\_\_\_ square in.

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262

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DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 8D91302K

NAEP #: 5-D91302K-920-23

Content  
Objectives: F. Technology

Process  
Objectives: Hand Held Calculator

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{13}{11-28}$   $\frac{17}{14-29}$

TOTAL TIME: (in seconds)  $\frac{13}{43}$   $\frac{17}{43}$

266

261

5-D91342X92D-23  
SCORING GUIDE

Categories are listed below.

- 11 = 86 OR 86 SQ. IN.
- 20 = OTHER
- 21 = 126 OR ATTEMPTED  $9 \times 14$
- 22 = 40 OR ATTEMPTED  $5 \times 8$
- 23 = 166 OR ATTEMPTED  $(9 \times 14) + (5 \times 8)$
- 24 = 10, 20 OR ATTEMPTED TO FIND DIFFERENCE OF PERIMETERS OR SEMI PERIMETERS
- 25 = 36, 72 OR ATTEMPTED TO FIND AREA OF PERIMETERS OR SEMI PERIMETERS
- 26 = 24 OR ATTEMPTED  $4 \times 6$  OR  $(9 - 5) \times (14 - 8)$
- 27 = 46, 23 OR ATTEMPTED TO FIND PERIMETER OR SEMI PERIMETER OF LARGE RECTANGLE; 13, 26 OR ATTEMPTED TO FIND PERIMETER OR SEMI PERIMETER OF SMALL RECTANGLE
- 28 = 5040 OR ATTEMPTED  $9 \times 14 \times 5 \times 8$
- 29 = ATTEMPTED  $(9 \times 14) - (5 \times 8)$  WITH 30 OR WRONG ANSWER
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

How many pint-sized containers could be filled from a half-gallon carton of milk?

ANSWER \_\_\_\_\_

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STOP AND READ  
INSTRUCTIONS

268

265



DO NOT CONTINUE  
UNTIL TOLD TO DO SO

Report #: 5092141

NIEP #: S-E15003-439-23

Content  
Objective: D. Measurement

Process  
Objective: Skill

Exercise Type: Open-ended  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{13}{10-05}$   $\frac{17}{13-31}$

TOTAL TIME: (in seconds)  $\frac{13}{30}$   $\frac{17}{31}$

269

266

1981-82 T1005 81337  
1977-78 T0904 80203  
1972-73 T0908 80208

5-D92141-43D-2,3  
5-E15003-2,3  
**SCORING GUIDE**

Categories are listed below.

- 11 = 4, 4 CONTAINERS OR 4 PINTS
- 20 = OTHER; 2, 8 OR .16 WITH WRONG UNIT
- 21 = 2, 2 CONTAINERS OR 2 PINTS
- 22 = 8, 8 CONTAINERS OR 8 PINTS
- 23 = 16, 16 CONTAINERS OR 16 PINTS
- 24 = 4 WITH WRONG UNIT
- 77 = I DON'T KNOW.
- 88 = NO RESPONSE

Five people belong to the Tiger Club. No person may hold two offices. How many ways can the club elect a president and secretary?

- 5
- 9
- 10
- 15
- 20
- I don't know.

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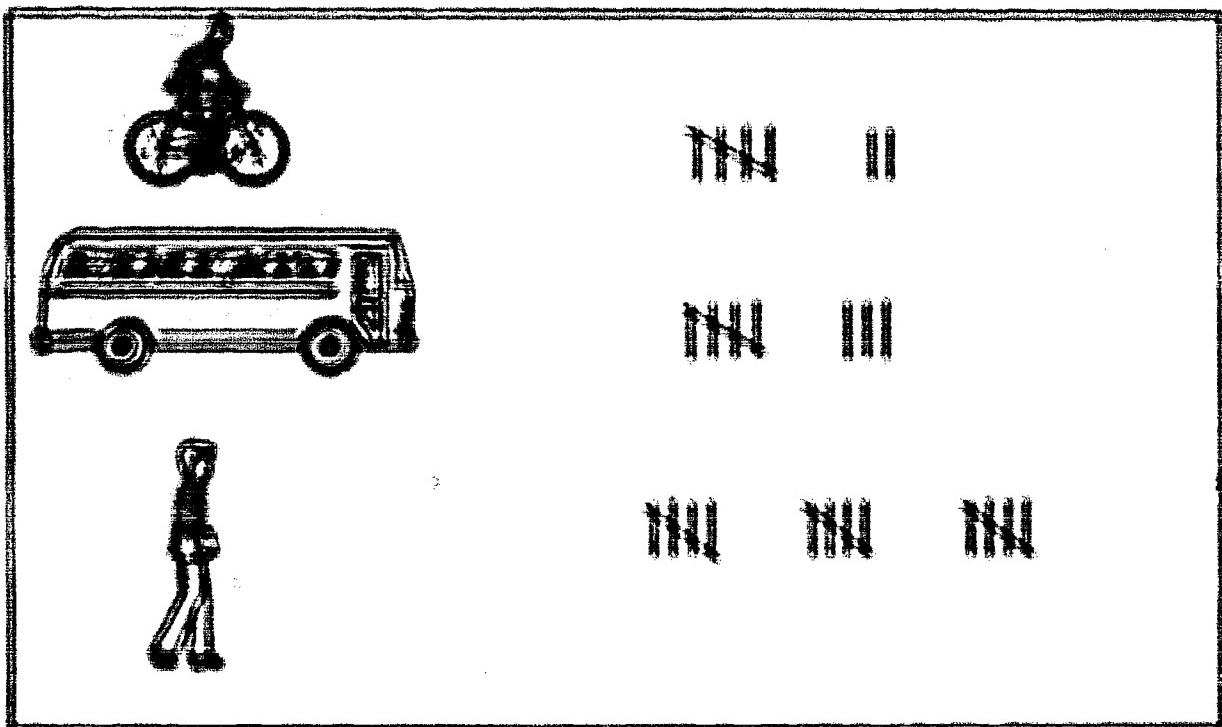


DO NOT CONTINUE  
UNTIL TOLD TO DO SO

271  
268

|                                            |                                         |
|--------------------------------------------|-----------------------------------------|
| <b>Lesson #:</b>                           | <b>16</b>                               |
| <b>Unit #:</b>                             | <b>16-17(1-22)23</b>                    |
| <b>Content<br/>Objectives:</b>             | <b>E. Probability and Statistics</b>    |
| <b>Content<br/>Objectives:</b>             | <b>Applications of Routine Problems</b> |
| <b>Exercise Type:</b>                      | <b>Multistep</b>                        |
| <b>Medium Type:</b>                        | <b>Print/Type</b>                       |
| <b>Overall<br/>Performance Objectives:</b> | $\frac{12}{12}$ $\frac{12}{12}$         |
| <b>Total Time: (in seconds)</b>            | $\frac{12}{30}$ $\frac{12}{30}$         |

The students in Mrs. Smith's class make a bet to see how many come to school. Which student made the most? Decide one of the pictures to show how far it is from home to school. Sally is a runner in Mrs. Smith's class.



Which one of the following statements is correct?

- It is more likely that Sally rides a bike than that she walks to school.
- It is more likely that Sally walks than that she takes the bus to school.
- It is more likely that Sally takes the bus than that she walks to school.
- It is more likely that Sally takes her bike than that she takes the bus to school.
- I don't know.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.



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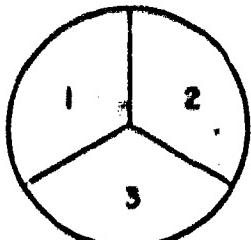
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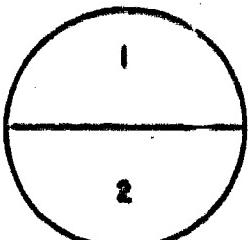
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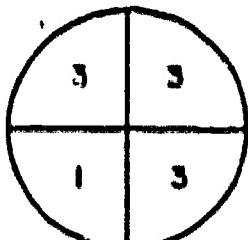
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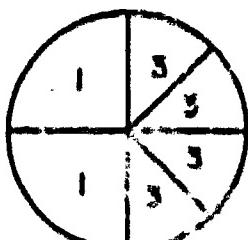
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Q



R



S

A. You WIN the game if 3 is spun. Which spinner would you choose?

P

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S

I don't know.

B. Suppose you LOSE the game if 3 is spun. Which spinner would you choose?

P

Q

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I don't know.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

C. Suppose you LOSE the game if 1 is spun. Which spinner would you choose?

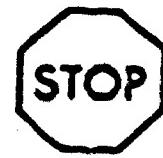
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S

I don't know.



DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

276

273

Report #: RE11532

NAEP #: S-E11532-92D-12

Content  
Objective: C. Probability and Statistics

Process  
Objective: Understanding

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{9}{02-16}$   $\frac{13}{08-38}$

TOTAL TIME: (in seconds)  $\frac{9}{101}$   $\frac{13}{82}$

277

274

Suppose you are playing a game. If you toss a coin and it lands tails you win \$3, but if it lands heads you lose \$2.

A. If you toss the coin just one time you will

- probably win money.
- be equally likely to win or lose money.
- probably lose money.
  
- I don't know.

B. If you toss the coin 100 times you will

- probably win more money than you lose.
- be equally likely to win or lose money.
- probably lose more money than you win.
  
- I don't know.

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278



275

DO NOT CONTINUE  
UNTIL TOLD TO DO SO

Report #: ST 12646

NAEP #: S-E 12646-92D-S

Content  
Objective: E. Probability and Statistics

Process  
Objective: Applications of Reasoning and Judgment

Exercise Type: Multiple-choice  
Stimulus Type: Text/Tape

Overlap:  
Package-Exercise:  $\frac{13}{67-39}$   $\frac{17}{68-65}$

TOTAL TIME: (in seconds)  $\frac{13}{69}$   $\frac{17}{67}$

279

276

Dora traveled 20 miles in four hours. What was her average speed in miles per hour?

- 4 mph
- 5 mph
- 16 mph
- 20 mph
- 24 mph
- I don't know.

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DO NOT CONTINUE  
UNTIL TOLD TO DO SO.

Report #: 1

REGION I

DATE #: 5-22-04 (1-920-12)

Content

Objectives: 3. Probability and Statistics

Process

Objectives: Applications of Counting Problems

Exercise Type: Multiple-choice

Stimulus #: Test/late

Overlap:

Package-Exercise:

$\frac{9}{67-26}$

$\frac{13}{67-21}$

$\frac{17}{69-64}$

TOTAL TIME: (in seconds)

$\frac{3}{30}$

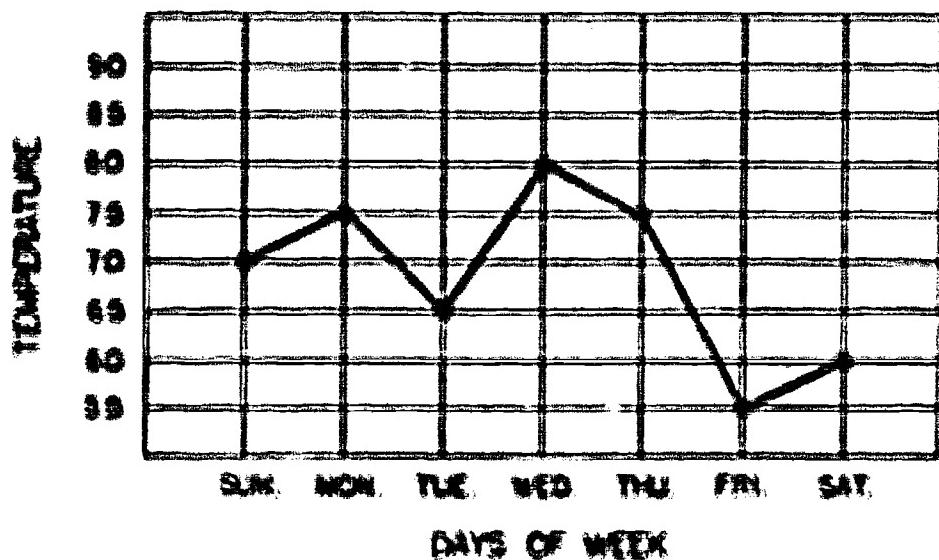
$\frac{13}{22}$

$\frac{17}{22}$

281

275

## DAILY HIGH TEMPERATURES FOR ONE WEEK



Which day was the warmest at noon?

-  Sunday
  -  Monday
  -  Tuesday
  -  Wednesday
  -  Thursday
  -  Friday
  -  Saturday

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大英圖書館 資料部



232

39

1998-2000 年度第 1 四半期

(Continued)

B. Which two days had the same room temperature?

- Tuesday and Friday
- Monday and Thursday
- Monday and Wednesday
- Sunday and Saturday
- Wednesday and Thursday
  
- I don't know.

C. How many days was the room temperature  $70^{\circ}$  or above?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
  
- I don't know.



Report #: 4530323

FILE #: S-430323-820-123

Category  
Objective: E. PROBABILITY AND STATISTICS

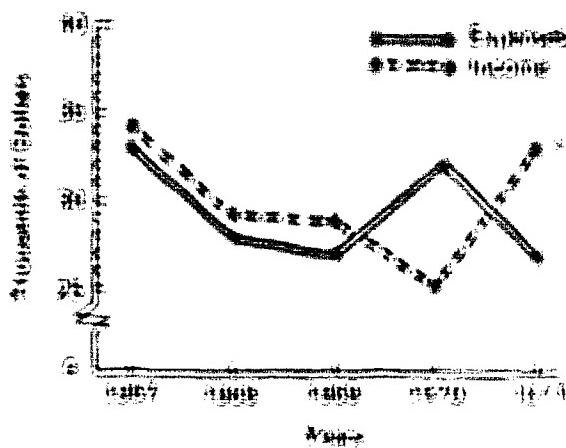
Procedure  
Objective: Set 1

Procedure Type: Multiple-choice  
Solution Type: Test/Type

|                          |                   |                    |                    |
|--------------------------|-------------------|--------------------|--------------------|
| Overhead:                | $\frac{3}{61-63}$ | $\frac{12}{62-63}$ | $\frac{17}{10-11}$ |
| Package-Overhead:        |                   |                    |                    |
| TOTAL TIME: (in seconds) | $\frac{9}{66}$    | $\frac{12}{73}$    | $\frac{17}{52}$    |

2854

INCOME AND EXPENSE OF MEXICO, CO. NEW YORK



According to the graph, in which year did the Mexico Company make the highest after expense of profit?

- 1967
- 1968
- 1969
- 1970
- 1971
- I don't know.

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**APPENDIX E**

**MENTIONED AND MOST GRADE  
2 Values for correct response  
to Cognitive Exercises**

**3981±82**

**4332±81**

**237**

**231**

**ANALYSIS OF COMPLEX HOMOLOGOUS AND HETEROLOGOUS POLY(AMINO ACID AMIDES)**

PERCENT OF CORRECT RESPONSES FOR NATION AND MODAL GRADE BY AGE  
1981-82 MATHEMATICS ASSESSMENT (Cont'd.)

|             |   | Age 9<br><u>National</u><br><u>Grade 4</u> | Age 13<br><u>National</u><br><u>Grade 8</u> | Age 17<br><u>National</u><br><u>Grade 11</u> |
|-------------|---|--------------------------------------------|---------------------------------------------|----------------------------------------------|
| RA42241-2,3 |   | 17.2                                       | 18.4                                        | 29.1                                         |
| RA42832-2,3 | A | 73.0                                       | 79.8                                        | 89.4                                         |
|             | B | 66.5                                       | 76.5                                        | 86.5                                         |
|             | C | 56.8                                       | 67.4                                        | 80.3                                         |
| RA44621-2   | A | 41.7                                       | 47.6                                        |                                              |
|             | B | 28.2                                       | 31.5                                        |                                              |
|             | C | 25.1                                       | 27.7                                        |                                              |
| RA46232-2,3 |   | 70.1                                       | 72.9                                        | 81.4                                         |
| RA47344-2,3 |   | 14.0                                       | 18.0                                        | 44.0                                         |
| RA47344K2,3 |   | 14.4                                       | 17.5                                        | 51.9                                         |
| RA47711-1   | A | 70.0                                       | 81.8                                        |                                              |
|             | B | 49.2                                       | 64.9                                        |                                              |
|             | C | 78.9                                       | 90.6                                        |                                              |
|             | D | 63.3                                       | 78.7                                        |                                              |
|             | E | 79.1                                       | 89.1                                        |                                              |
|             | F | 55.6                                       | 71.8                                        |                                              |
| RA47832-1   |   | 73.4                                       | 80.9                                        |                                              |
| RA48221-2   |   |                                            | 23.9                                        | 28.4                                         |
| RA48221K2   |   |                                            | 7.1                                         | 8.8                                          |
| RA51932-2,3 |   |                                            | 62.2                                        | 68.5                                         |
| RA52132-2,3 |   |                                            | 11.2                                        | 13.4                                         |
| RA61132-2,3 | A |                                            | 58.0                                        | 62.9                                         |
|             | B |                                            | 43.6                                        | 47.5                                         |
|             | C |                                            | 39.5                                        | 44.7                                         |
|             | D |                                            | 26.7                                        | 28.1                                         |
| RA70443-1,  |   | 35.0                                       | 43.2                                        |                                              |
| RA71443-2,3 |   |                                            | 30.7                                        | 34.4                                         |
| RA72043-1,2 |   | 57.1                                       | 59.2                                        | 66.7                                         |
| RA80944-1,2 |   | 19.1                                       | 19.7                                        | 56.7                                         |
| RA81042-2,3 |   |                                            |                                             | 36.2                                         |
| RA90144-3   | A |                                            |                                             |                                              |
|             | B |                                            |                                             | 60.0                                         |
|             |   |                                            |                                             | 85.9                                         |
|             |   |                                            |                                             | 93.8                                         |
| RA91944-3   |   |                                            |                                             | 57.2                                         |
| RA94123-2,3 | A |                                            | 52.1                                        | 59.3                                         |
|             | B |                                            | 57.1                                        | 64.2                                         |
|             | C |                                            | 6.5                                         | 7.8                                          |
|             | D |                                            | 53.8                                        | 60.7                                         |
|             | E |                                            | 52.7                                        | 59.5                                         |
| RB10211-3   |   |                                            |                                             | 75.0                                         |
| RB22325-3   |   |                                            |                                             | 79.8                                         |
| RB23025-2,3 |   |                                            | 62.2                                        | 69.2                                         |
| RB25142-3   |   |                                            |                                             | 80.9                                         |
| RB25625-2   |   |                                            | 54.1                                        | 60.7                                         |
| RB30125-3   | A |                                            |                                             | 5.7                                          |
|             | B |                                            |                                             | 54.2                                         |
| RB40847-2   |   |                                            | 26.1                                        | 29.2                                         |
| RB40932-3   |   |                                            |                                             | 19.5                                         |
|             |   |                                            |                                             | 27.9                                         |
|             |   |                                            |                                             | 29.8                                         |

PERCENT OF CORRECT RESPONSES FOR NATION AND MODAL GRADE BY AGE  
1981-82 MATHEMATICS ASSESSMENT (cont'd.)

|                |   | Age 9..  |         | Age 13   |         | Age 17   |          |
|----------------|---|----------|---------|----------|---------|----------|----------|
|                |   | National | Grade 4 | National | Grade 8 | National | Grade 11 |
| RB41832-3      |   |          |         |          |         | 44.4     | 47.3     |
| RB51223-3      |   |          |         |          |         | 22.7     | 25.4     |
| RB70246-2      | A |          |         | 77.8     | 79.1    |          |          |
|                | B |          |         | 93.0     | 94.4    |          |          |
| RC10411-2      | A |          |         | 46.0     | 50.0    |          |          |
|                | B |          |         | 53.8     | 57.3    |          |          |
| RC12611-1      |   | 48.5     | 54.3    |          |         |          |          |
| RC20432-1,2,3  |   | 58.0     | 62.9    | 82.2     | 83.7    | 82.2     | 84.2     |
| RC20932-2,3    |   |          |         | 9.4      | 9.8     | 22.4     | 24.4     |
| RC40542-2,3    |   |          |         | 20.0     | 21.8    | 39.0     | 41.1     |
| RC41111-3      |   |          |         |          |         | 36.9     | 37.3     |
| RC60824-3      |   |          |         |          |         | 16.3     | 19.0     |
| RC71224-2,3    |   |          |         | 49.5     | 53.8    | 66.5     | 68.3     |
| RC80442-2,3    |   |          |         | 14.6     | 16.8    | 25.5     | 27.3     |
| RC81143-2,3    |   |          |         | 20.5     | 18.8    | 27.7     | 28.2     |
| RC82132-2,3    |   |          |         | 9.6      | 10.3    | 43.6     | 47.4     |
| RD11211-2,3    | A |          |         | 47.2     | 49.1    | 49.8     | 51.4     |
|                | B |          |         | 59.6     | 63.3    | 73.8     | 74.9     |
|                | C |          |         | 61.7     | 67.5    | 71.1     | 73.3     |
|                | D |          |         | 58.6     | 62.1    | 66.4     | 69.0     |
|                | E |          |         | 84.2     | 87.7    | 90.3     | 91.9     |
| RD21422-1      | A | 94.3     | 95.9    |          |         |          |          |
|                | B | 90.1     | 94.6    |          |         |          |          |
|                | C | 77.0     | 83.0    |          |         |          |          |
| RD21722-1      |   | 40.3     | 46.5    |          |         |          |          |
| RD30122-1,2    |   | 63.7     | 65.6    | 74.5     | 78.2    |          |          |
| RD40722-3      |   |          |         |          |         | 19.2     | 20.5     |
| RD50432-2,3    |   |          |         | 81.8     | 85.2    | 84.8     | 86.9     |
| RD70232-3      |   |          |         |          |         | 59.3     | 61.8     |
| RD90141-1,2,3  |   | 35.6     | 41.2    | 78.6     | 82.6    | 89.0     | 91.4     |
| RD91242-3      |   |          |         |          |         | 22.9     | 25.3     |
| RD91342-2,3    |   |          |         | 9.8      | 12.1    | 35.6     | 37.5     |
| RD91342K2,3    |   |          |         | 8.2      | 10.7    | 36.0     | 39.2     |
| RD92141-2,3    |   |          |         | 38.2     | 38.5    | 41.3     | 42.5     |
| RE10543-2,3    |   |          |         | 4.3      | 4.4     | 11.8     | 12.8     |
| RE11246-1,2    |   | 49.5     | 53.3    | 81.0     | 85.2    |          |          |
| RE11532-1,2    | A | 24.0     | 26.8    | 64.7     | 69.2    |          |          |
|                | B | 56.4     | 59.8    | 84.0     | 86.9    |          |          |
|                | C | 38.5     | 41.8    | 74.5     | 79.1    |          |          |
| RE12646-2,3    | A |          |         | 90.1     | 92.3    | 91.3     | 91.8     |
|                | B |          |         | 24.9     | 23.2    | 29.2     | 30.6     |
| RE21041-1,2,3  |   | 24.9     | 30.2    | 75.5     | 80.4    | 80.0     | 82.7     |
| RE30323-1,2,3A |   | 75.9     | 83.8    | 95.5     | 98.1    | 98.3     | 98.6     |
|                | B | 68.9     | 77.4    | 93.5     | 96.6    | 96.5     | 97.0     |
|                | C | 41.6     | 49.4    | 80.7     | 85.6    | 90.8     | 92.7     |
| RE32723-3      |   |          |         |          |         | 43.4     | 44.1     |